

Northwest Independent School District

Tidwell Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics



Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

John M. Tidwell Middle School Mission Statement

Tidwell Middle School will challenge all students to achieve excellence in a wide range of academic, athletic, and fine arts activities. With a focus on high and clear expectations, a relevant curriculum, and appropriate safety nets, our students will leave our campus ready and prepared for any course of study they choose at the high school level.

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. Who are we? A lot of involvement with our students, parents, and student groups. Sub-pops? Tidwell is a comprehensive middle school that offers courses through a validated curriculum. Classes range from applied (for more focused coursework with students who need additional assistance, to general education, to pre-advanced placement courses. Our special education and At-risk students receive services through inclusion support and RTI as well. Our sub population is 22% Hispanic, 9% African American, 6% Asian, and 2% other. Our total population is 958.
2. In what programs do we have the most participation? Fine Arts and athletics. The least? UIL Academics and STUCO.
3. Do our opportunities match our belief systems? Since kids come first, the majority of our teachers do something on the behalf of kids. Everything from tutoring to attending athletic events.
4. All stakeholders believe that all students at Tidwell Middle School can achieve high levels of success. Our goal is that not only do all students improve academically throughout the school year through the focus on implementing strategies that will increase the number of students achieving at Advanced Levels in all subjects and grades, but will do so with a 10% increase in Master's level.
5. Dropout, completion, attendance rates? Great attendance with 97.4% overall 17-18 school year. No Dropouts as per the TAPR report from 16-17 school year. Very good completion rates.
6. Discipline/sub-pops? Higher percentage (?%) of discipline issues with students at-risk. Tidwell is implementing a new discipline strategy called Restorative Practices that work with leveraging a positive relationship with a student to correct behavior instead of a negative relationship.
7. College credit @ graduation? Prepare students for HS with HS credit by offering Alg. 1, Art, Spanish, and PCC in Middle School. 80% enrollment in Pre-AP courses.

Demographics Strengths

1. What do we do really well? Tidwell has always been strong in the area of academics and relationships.
2. What student groups are excelling? Fine Arts / AVID
3. What programs are excelling? Fine Arts does a great job at bringing in students and keeping them engaged. All students work at passing all of their classes to they can be eligible to perform.
4. What support systems are in place? Tutoring is always in place. Conferencing with parents and teachers. RTI track and Supports through 504 accommodations and Individual Education Plans.

How do we know? We know that Tidwell does well in academics overall because our overall 8th grade STAAR results were Math 91%, Science 89%, ELA 87%, and SS 77%.

*One area of celebration involves our 8th grade Math Special Education population. 72% of our Sped students were unsuccessful on STAAR on the first administration in the 16-17 school year. The year, (17-18) only 33% our Sped Math students were unsuccessful on STAAR on the first administration, meaning 67% were successful on STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although our Readistep data reflects that 57% of our students are college ready, which is 16% higher than the national average, Tidwell strives to increase the number of students achieving at Advanced level in all subjects and grades. **Root Cause:** Differentiation will be addressed with each student that will allow them to be successful in any classroom.

Student Academic Achievement

Student Academic Achievement Summary

1. How are our students doing? Seeing improvements in core areas, but they are mainly in approaches or meets and not masters level. What groups excelled? SPED did well. What groups struggled? PBMAS, ELL, and At-Risk.
2. State vs. Benchmarks data? Benchmark data is cumulative throughout the year. State Data (STAAR) is administered three times.
3. Where do we see achievement gaps? Expectations for SPED students in regular classroom. ELL struggles in all areas, especially in the area of reading and writing.
4. How do we know? We know by teacher data, assessments, TELPAS administration, other formal and informal data.

May use statements, data charts, etc.

Student Academic Achievement Strengths

1. Where does our campus excel? Sped Mathematics, Algebra 1, Math On Level at 92%.
2. What content and/or grade level seem to perform at the highest level? Mathematics.
3. What tools, interventions, strategies yield the greatest result? Tutorials, one-on-one, small group.
4. Why? Focused attention on the needs of each student.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are not performing at a level that "meet" expectations on STAAR progress measure. This measure is based on a comparison of a student's test score in the previous year with his or her score for the current year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the previous year and the score achieved in the current year. **Root Cause:** Differentiation will be addressed with each student that will allow them to be successful in any classroom.

School Processes & Programs

School Processes & Programs Summary

1. Does the rigor and relevance of instruction align with TEKS? A need for standardization with data to support. Is it cognitively demanding? How do you know? By pulling up assessments in EDUGENCE a teacher can pull up the test data to see where the gaps may be.
2. What programs provide intervention? SSI, I-Ready, AVID, Tutorials, "Titan Time" Enrichment? AVID, UIL, Classroom walks and observations with purpose.
3. How does the campus ensure that needs are analyzed and prioritized? PLC, ILT, Leadership Teams, collaboration with key stakeholders.
4. How does the campus intentionally support all students? "Titan Time" All teachers? PLC, Morning room check? Restorative Practices.

School Processes & Programs Strengths

1. What are some programs or initiatives that are going really well on your campus? AVID, Fine Arts, Developing relationships with students through our Restorative Practices.
2. What strengths does your campus show regarding expectations for students to engage in authentic work and solve complex problems? Rigor and Relevance that is being collected through walks will bring data to the table to discuss what adjustments in instruction and learning need to take place by teachers and students.
3. Where are you strengths in instructional planning? Collaboration among the teachers and cohesiveness. How are PLC impacting students? PLC occurring daily for Core Contents. Data review will drive daily instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students deserve classrooms built upon positive relationships that provide choice and scaffold challenges. **Root Cause:** Lack of student achievement due to complacency.

Perceptions

Perceptions Summary

How would students/teachers describe your campus? Students love to be at Tidwell for the most part. 97% historically across the board.

Teachers mentioned stress during 17-18 school year and level could be felt as a result of the perception from teachers through the OHI survey. One area of focus as a campus is the Problem Solving Adequacy, which is the organizations ability to perceive problems and to solve them with minimal energy. The "problems" stay solved and the problem solving mechanism of the organization is maintained and/or strengthened. In order to fulfill the key leadership function of planning, organizing, influencing, and controlling, several committees have been formed that assist in making decisions and communicating those decisions to other members of the work unit (teachers and staff). The committees consist of the Instruction Leadership Team (ILT) and Operational Leadership Team (OLT). The role of the ILT is to:

- provide interdependent leadership that focuses on school-wide curriculum and instruction aligned to achieve Tidwell's Goal.
- provide shared leadership for analyzing student achievement data, researching best practices, and prioritizing strategies that will maximize student achievement.
- improve school-wide communications on curriculum and instructional issues by serving as a feedback loop so that all teams will be able to function interdependently.
- provide a structured and systematic process for representing and involving the faculty in the decision making process related to curriculum, instruction, and school goals.
- serve as a sounding board for the principal and faculty in testing new instructional related ideas and potential strategies for achieving school goals.
- work together collaboratively
- plan proactively by predicting trends, identifying discrepancies, analyzing gaps and their causes, school-wide strategic design, and establishing accountability.

The OLT's role is everything beyond instruction and curriculum, but works to the support of teacher and student achievement.

How is it the same or different from teachers' descriptions? Parents describe Tidwell in a positive and that will be a common perception of teachers and students.

Describe the learning experiences? Positive experiences within the classrooms through instructional strategies to enhance learning. How do you know? Feedback from students and results through informal and formal assessments.

Do campus events/activities promote widespread student participation? There are several opportunities for widespread student participation and typically have been well attended.

How are parents and community involved in your school? Outside of PTA and volunteers, there is a need for more involvement from Titan Dads.

Perceptions Strengths

What are some strengths in the way the campus communicates with home and community? Emails from teachers to home, calls, School Messenger, Social media, Facebook and Twitter.

What systems are in place that positively impact either discipline or attendance or both? Restorative Practices. Restorative Practices are skills that teachers utilize to meet the student on a level of support and encouragement, as apposed to disciplinary and consequential. Restorative Practices are about socially just ways of fostering a school community that attends to the relational dimension of learning. These practices assume that students learn best when they are happy and cared for and when they are part of a community that gives them a sense of belonging and actively helps them to mend situations where they make mistakes and to learn from the experience of doing so. Restorative Practices are not just techniques for controlling students better. It is a shift in thinking about education that, we hope, will be about producing responsible citizens who are capable of participating in a democratic society. Teachers utilize techniques in the classroom on a regular basis to get a "read" on the group through Pulse Meters, Circle Time, and Treatment Agreements.

Our attendance practices are in place with parent and student notification (calls and letters). We also utilize Rachel Walker who is NISD's District's Truancy Intervention Counselor.

The counselors at Tidwell work with all students in the area of student and character development and provide services and information to students that assist in their overall Social and Emotional well-being.

What are things in terms of parent involvement that the campus does really well? PTA actively involved. Good turnout for open house and meet the teacher nights.

What are some recognition's your campus/teachers/students have received? Highest attendance rate of all the secondary campuses in NISD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for teaching practices that go inline with character development and student discipline. **Root Cause:** Teachers expressed a disconnect with character development and student discipline through OHI and We Teach, We Learn

Problem Statement 2: Teachers can increase learning through understanding of individual needs through positive relationships. **Root Cause:** Restorative Practices will support teachers and students in the classroom that will, in effect, increase learning.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 29, 2018

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: At Tidwell Middle School, our goal is to increase Master Level by 10% across content areas by cohort.

Evaluation Data Source(s) 1: WICOR, Lesson Plans, Walks, PLC and PLC Minutes, Assessments (Formal and Informal).

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Tidwell will increase overall performance in the Masters Level across grade levels by cohorts by 10%. This will be done through focused instructional strategies that scaffold challenges of students. Lesson choice will also be an option for students to show mastery of content.	Administration Teachers Counselors	We will monitor through our district/campus data and have check points throughout the year (end of each six weeks)				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Teachers provide students with scaffold challenges to raise achievement.

Evaluation Data Source(s) 2: Classroom Walks, PLC, Minutes from PLC, Lesson Plans, CBAs, Unit Assessments, Benchmarks, and STAAR.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Determine academic needs of all students and identify individual learning styles.	All content areas	Differentiated strategies, either through instruction or materials, engage the learning style of students and individual needs in the classroom.				
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Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Have a culture built upon positive relationships that challenge students to excel to their fullest academic potential.

Evaluation Data Source(s) 3: Classroom Walks, Discipline Referrals, Identification of Repeat Offenders, Student Grades

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Through the use of Restorative Practices, strong relationships will be built among the students and teachers. With an "in-depth" understanding of each student's academic needs, teachers will know how to provide the support a student will need to be successful.	Administration All content teachers Counselors	Students that receive individualized support will be successful in their academic pursuits.				

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Hiring great teachers, providing ongoing professional development for teacher and student success and celebrating victories in achievement, create a rewarding learning environment at Tidwell.

Evaluation Data Source(s) 1: Applitrack employment applications, T-TESS evaluations, Walk Throughs, PLCs and student data (assessments)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Tidwell will increase efficacy in all staff members through the use of PLCs. Core teachers utilize a daily PLC time to increase levels of instruction and learning.	Department Coaches and Administrative team	Use of PLC Cards to monitor what we are doing in PLCs and collect data on the work.				

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: Increase our campus OHI data in the areas of Communication, Resource Utilization and Goal Focus from the Dependent level to the Interdependent level.

Evaluation Data Source(s) 2: OHI Survey
Campus and District Surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
<p>1) Maintain constant communication with staff through Titan News weekly.</p> <p>Provide a feedback loop to all stakeholders through the ILT (Instructional Leadership Team) and the OLT (Operational Leadership Team).</p> <p>Leadership Team Minutes are shared with entire staff to provide information.</p> <p>Utilize OHI Survey to understand the internal dynamics contributing to the Organizational Health of Tidwell.</p>	<p>OHI Committee Administration ILT and OLT Committee Teachers Staff</p>	<p>With consistent monitoring of the "pulse" of the campus, staff have a voice and an ability to utilize shared decision making to keep Tidwell working at an optimum level. This in turn will improve overall communication.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 3: NISD will improve ongoing support for first-year teachers in NISD with a goal of 95% or higher satisfaction rate on end-of-year surveys.

Evaluation Data Source(s) 3: Ongoing Surveys
 Feedback from first-year teachers, mentors, and campus administrators
 Retention rate of first-year teachers

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Have new teachers go through coaching cycles with Instructional and Curriculum Coaches. New teachers learning the NISD "way" and having the resources and skills necessary for students to be successful in the classroom. 2) New teachers assigned a mentor teacher on campus. Establishing criteria for expectations on the amount of times mentor and men-tees meet. 3) New teachers knowing campus expectations and procedures as professional development prior to the school year starting.	TTESS Appraiser Mentor Coordinator					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Provide consistent communication using technology and social media.

Evaluation Data Source(s) 1: Survey data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) 1) Use School Messenger used weekly, Facebook Page, Twitter, Call-Outs for external communication and email for internal communication when distributing information.	Administration	Facebook, number of followers on Twitter				

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Create a weekly SchoolMessenger message for parents highlighting aspects of the school. Create a Thursday "Titan News" and staff resource page that provides a variety of information for staff. Use Facebook and Twitter to highlight accomplishments of students and staff.

Evaluation Data Source(s) 2: Gather data for survey effectiveness, number of artifacts/communication pieces created throughout the year from counseling and administrative teams.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Implement communication tool that elaborates on school topics. A blog page could be a format for this to happen along side of FaceBook and Twitter.	Administration	Number of times read				
2) Weekly grade level emails sent home highlighting the upcoming events in each content area.	Grade Level Team All Staff members	Increased communication to parents regarding upcoming events both in and out of the classroom.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue