

Northwest Independent School District
Wilson Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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.

Truett Wilson Middle School

Campus Vision

At The W, we are committed to preparing our students for high school through a rigorous, aligned curriculum. Students are actively engaged and accountable for their own learning and personal growth in a safe environment.

Campus Mission

At Wilson Middle School, we believe in the Wildcat Way:

Attitude is what we make it

Character above reproach

Effort in everything we do

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilson Middle School serves the JC Thompson, Haslet, and Sendera Ranch Elementary feeder pattern with 926 students enrolled 6th through 8th grade.

- Our students are 66% White
- 19% Hispanic
- 9% African American

Gifted and Talented students make up 14% of our general population.

12% of our students receive Section 504 services and 11% receive Special Education Services.

31% of our student population is at risk, with 21% of all students receiving Free (15.8%) or Reduced Lunch and 10% mobility rate.

70% of our staff have more than 5 years of teaching experience, with 10.6 years on average. Teacher racial demographics are 90% white, 10% other.

Comparison to Wilson 5 years ago: 2013/2014

- Enrollment 765
- White 72.5%
- Hispanic 16.1%
- African American 6.3%
- At Risk 27.6%
- ELL 1.2%
- Free Lunch 14.1%
- Mobility 10.6%
- Teacher Experience: 72% >5 years experience
- Teacher Ethncity: 90% White

Demographics Strengths

Athletics and Fine Arts are excelling in our feeder pattern competition/cohort groups. Fine Arts is our largest participation block, with athletics as second.

UIL Academics has strong leadership, participation, and performance in district competition.

Our average daily attendance is at 97%, only .4% from being in the top quartile in our comparison group of schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus demographic breakdown not reflected in same ratios in all areas (academic success, discipline, etc.) **Root Cause:** Staff may not have experienced diversity first hand or been exposed to professional education to support diverse learners (including socioeconomic)

Student Academic Achievement

Student Academic Achievement Summary

Per Texas Education Agency 2018 Accountability Ratings, Wilson Middle School "Met Standard" overall and in each of the following areas:

- STAAR Performance
- Academic Growth
- Relative Performance
- Closing the Gaps

Student Academic Achievement Strengths

Advisory tutorials are a strategy that yield higher STAAR results because lessons were targeted to specific student interventions (vs whole group instruction).

6th grade math finished the year with 36% of students being at masters' level performance, only 3% points away from being Quartile 1. They also outperformed the district averages overall and in every sub population on the STAAR math test.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Achievement gaps are showing with our students served by Special Education and our students who identify themselves as African American. **Root Cause:** PBMAS indicators may have not been priority in data analysis or intervention may need more robust differentiation strategies

Problem Statement 2: Students are not performing at masters' level at the same rate of enrollment in advanced courses **Root Cause:** Lessons are not well developed with respect to relevance or rigor

Problem Statement 3: Reading scores are Quartile 4 of our comparison schools groups **Root Cause:** Many students are not reading on grade level.

School Processes & Programs

School Processes & Programs Summary

Wilson has leadership teams that work to analyze and prioritize campus needs. The department leads work with Professional Learning Communities to analyze student performance, adjust instruction, and monitor progress through walkthroughs. The grade level leads support cultural and operational needs, including assemblies and Response to Intervention protocols.

Our daily advisory classes allow for social emotional lessons, enrichment activities, and targeted interventions.

School Processes & Programs Strengths

The campus 6th grade reading initiative has inspired the 7th grade to get involved as well. Targeted interventions in advisory allow for remediation during the school day vs before/after school, increasing student participation.

Professional learning teams (PLCs) are utilizing the International Center for Leadership in Education's (ICLE) rigor rubric as the framework for instruction. PLCs are planning and working through feedback on lessons to improve instruction.

Perceptions

Perceptions Summary

Our campus is a positive place and a hub for learning in our community. Our neighborhood reaches out to the school in crisis and generally feel that our school is a warm, safe, and caring place for their children. There is a direct correlation between a higher level of involvement in campus groups and a greater positive feeling about campus. Students have an opportunity to be involved in extracurricular groups and events like Purple Out, The Big Event, school dances, and more. Parents participate in the PTA, campus parent groups tied to Fine Arts and Athletics, and virtually via Facebook, Twitter, and Instagram.

Perceptions Strengths

Parents and the community stay informed through a strong social media presence (two way communication) and parent newsletters. Student learning is accessible through our digital learning platform Moodle.

Discipline and attendance are internally motivated by our campus culture (#WildcatWay) and externally through incentives like music in the courtyard, dances, etc.

Our campus received community recognition through Project Adam, Schools Transforming Learning, and Presidential Service.

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
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Local diagnostic reading assessment 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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications 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: PreK - 12 Grade Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Evaluation Data Source(s) 1: Measures may include:

3-8 STAAR reading; passing level

4 & 7 STAAR writing

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Targeted advisory groups for students who did not meet grade level reading standards for the prior academic year.	2.4, 2.5, 2.6, 3.1, 3.2	RTI progress monitoring, documented in ESTAR Achieve 3000	Students improving their literacy, as measured by their Lexile levels and performance on grade level CBAs and state assessments.				
Problem Statements: Student Academic Achievement 1, 3							

<p>2) Continue Daily Reading Initiative to include 7th grade</p> <p>Incorporate student led book talks in Wilson Word and Flip Grid bulletin board</p> <p>Principal's Book of the Month as part of social emotional advisory lessons and connected to on level books of choice</p>	<p>2.5, 2.6, 3.1</p>	<p>6th and 7th grade student participation in 10 minutes of reading per day and 25 minutes on Friday (DEAR time).</p> <p>Every student having a book of choice at all times.</p>	<p>Students improving their literacy, as measured by their Lexile levels and performance on grade level CBAs and state assessments.</p> <p>Student vocabulary improvement (check ELA vocab results vs last year)</p>				
<p>Problem Statements: Student Academic Achievement 3</p>							

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 1 Problem Statements:


<p>Student Academic Achievement</p>
<p>Problem Statement 1: Achievement gaps are showing with our students served by Special Education and our students who identify themselves as African American. Root Cause 1: PBMAS indicators may have not been priority in data analysis or intervention may need more robust differentiation strategies</p>
<p>Problem Statement 3: Reading scores are Quartile 4 of our comparison schools groups Root Cause 3: Many students are not reading on grade level.</p>

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

Performance Objective 2: Masters Grade Level Performance: NISD will increase student performance for each STAAR/EOC assessment by 10%, placing an emphasis on students reaching the Masters Grade Level distinction.

Evaluation Data Source(s) 2: STAAR (3-8) and End of Course Exam (Algebra)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Department PLCs in math, science, English, and social science will meet 5 times a week to develop lessons and support responses to interventions.	2.4, 2.5	PLC Agendas and Minutes RTI data CBA and benchmark data STAAR data	Strengthen academic program within the school, strengthen vertical alignment, and provide embedded scaffolding and interventions in content through well developed lessons and interventions.				
Problem Statements: Student Academic Achievement 1, 2							
2) AVID strategies as part of PLC learning, as shared by AVID Site Team Members to fellow staff		AVID Site Team collecting evidence of WICOR strategies in each department every six weeks	Students will implement higher-level questioning skills during tutorials, collaborative study groups, class discussions, or problem-solving activities in all content courses.				
Problem Statements: Student Academic Achievement 2							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Achievement gaps are showing with our students served by Special Education and our students who identify themselves as African American. Root Cause 1: PBMAS indicators may have not been priority in data analysis or intervention may need more robust differentiation strategies
Problem Statement 2: Students are not performing at masters' level at the same rate of enrollment in advanced courses Root Cause 2: Lessons are not well developed with respect to relevance or rigor


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

Performance Objective 3: College, Career, and Life Readiness: NISD will ensure that every student is achieving Exemplary CCR status (in accordance with NISD's CCR Rubric), experiencing personalized learning opportunities, and developing social-emotional skills in order to attain their definition of personal success.

Evaluation Data Source(s) 3: See Addendum for NISD's College and Career Readiness (CCR) Rubric

Participation rates in extra-curricular/co-curricular activities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Provide well developed daily Advisory Lessons and increase access to Elective Opportunities	2.5	Advisory lessons including CCR components Enrollment in CCR and AVID courses Participation rates in electives and campus clubs CCR Rubric	Students will experience more personalized learning Students social emotional connection to our campus community will be strengthened Attendance rates will stay above 97% Increase in acceptance to district academies				
Problem Statements: Demographics 1 - Student Academic Achievement 2							
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Campus demographic breakdown not reflected in same ratios in all areas (academic success, discipline, etc.) Root Cause 1: Staff may not have experienced diversity first hand or been exposed to professional education to support diverse learners (including socioeconomic)
Student Academic Achievement
Problem Statement 2: Students are not performing at masters' level at the same rate of enrollment in advanced courses Root Cause 2: Lessons are not well developed with respect to relevance or rigor


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

Performance Objective 4: PBMAS Emphasis: NISD will increase academic success of students within Performance-Based Monitoring Analysis System (PBMAS) subgroups, with all indicators receiving a 0 rating.

Evaluation Data Source(s) 4: SPED, ELL, and CTE data based on STAAR performance

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Increase staff awareness of PBMAS in general (year 1)	2.4	PLC conversations about specific indicators Differentiation tips and articles for certain subpops RTI data Interim analysis of CBAs by PLCs	Staff will be able to articulate the reasoning for a monitoring system Staff will be able to progress monitor for specific indicators Staff will have more differentiation strategies for specific indicator groups				
Problem Statements: Student Academic Achievement 1							

2) Begin professional development on cultural and socioeconomic diversity, including instructional strategies to support all students (year 1)	2.4, 2.6	Shared books, articles Subpop academic performance and discipline PLC conversations and instructional strategies Site Based Decision Meeting conversations and next steps	Teachers will feel connected to all learners Discipline outcomes will be aligned across subpops Academic achievement will be aligned across subpops				
				Problem Statements: Demographics 1			
							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Campus demographic breakdown not reflected in same ratios in all areas (academic success, discipline, etc.) Root Cause 1: Staff may not have experienced diversity first hand or been exposed to professional education to support diverse learners (including socioeconomic)
Student Academic Achievement
Problem Statement 1: Achievement gaps are showing with our students served by Special Education and our students who identify themselves as African American. Root Cause 1: PBMAS indicators may have not been priority in data analysis or intervention may need more robust differentiation strategies

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

Performance Objective 1: 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) 1: Ongoing Surveys
 Feedback from first-year teachers, mentors, and campus administrators
 Retention rate of first-year teachers

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
1) Implement HR supported NISD mentor program with fidelity Principal will be appraiser/support admin for first year teachers Engage NISD instructional coaches in support process with one on ones with new teachers and PLC support	2.4, 2.5, 2.6	Principal/appraiser/admin support Mentor team lead Check ins with mentor pairs	First year teachers and new to NISD teachers will be proficient in all TTESS domains, positively impact student achievement, and stay with our district, if not our campus, for the next year				





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 2: NISD will recruit and retain a pool of quality guest educators and increase our substitute fill rate to 93%.

Evaluation Data Source(s) 2: Aesop reports
 Guest Educator Evaluations
 Feedback from students, teachers, administrators, and guest educators

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Implement a digital request form for personal day approval Guest educator (GE) coordinator train staff on best practices within AESOP, including, but not limited to, putting days in early, recruiting GEs by personal requests, campus wide expectations for GE lesson plans and protocols Guest educator appreciation and support	2.5	Google Form for Personal Days, not to exceed 5% of staff AESOP fill rates Entry times of absences Survey of guest educators Classroom walkthroughs of GE classrooms	Guest educators want to come to Wilson because they feel prepared with adequate notice and appropriate support. The support provided to guest educators leads to a recoup of instructional minutes because lesson plans are robust and guests have time and resources to follow the plan.				
Problem Statements: Student Academic Achievement 2							
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Performance Objective 2 Problem Statements:





Student Academic Achievement
Problem Statement 2: Students are not performing at masters' level at the same rate of enrollment in advanced courses Root Cause 2: Lessons are not well developed with respect to relevance or rigor

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

Performance Objective 3: Wilson will improve our organizational health to reflect a more distributed leadership model.

Evaluation Data Source(s) 3: OHI survey
 Site Based Decision Making Committee Minutes
 Department Head Minutes
 PLC Minutes
 Team Lead Minutes

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Model and maintain consistent, clear communication with staff through a variety of platforms, both face to face and digital Provide a feedback loop to all stakeholders through the Department Leads (instructional leadership), Team Leads (community leadership) and the Site Based Decision Committee (operational leadership) Share OHI Survey and tie specific strategies as a deliberate and transparent response to the campus dynamics and needs		Minutes of Department Lead, Team Lead, and SBDC meetings Calendars and attendance at face to face meetings Future OHI or staff surveys	Improved measures with respect to "Optimal Power Equalization", "Communication Adequacy", and "Problem Solving Adequacy". Staff feel they have the voice to share an issue, the venue in which to share it, and the opportunity to influence the outcome to benefit our students.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </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: Develop consistent communication across a variety of platforms to ensure both one and two way communication within our learning community

Evaluation Data Source(s) 1: Open rates for school messenger, followers on social media platforms, attendance at Wilson Community events

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Student communication: grade level assemblies, Instagram, Wilson Word Parent communication: weekly School Messenger (link to Purple with a Purpose newsletter, all call, or text), Facebook, PTA, Principal Connection activity every six weeks Staff communication: Staff Resource Page via Moodle, weekly email What's Up Wildcats, reconvening monthly Site Based Decision Making Committee, Twitter, Remind101 Community communication: social media platforms, once a semester Parent meeting at Avondale Apartments	2.6	Followers Open Rates Student Attendance Comments PTA membership Event participation OHI survey results Parent survey results	Parents, students, teachers, and community members all value Wilson as THE hub of learning in our neighborhood and have a voice in the processes that support our school.				
Problem Statements: Demographics 1							
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Performance Objective 1 Problem Statements:

Demographics
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