Northwest Independent School District

Chisholm Trail Middle School

2018-2019 Improvement Plan

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.

Chisholm Trail Middle School Mission

At Chisholm Trail Middle School, we strive to:

Create a safe environment that fosters accountability and nurtures respectful attitudes and a spirit of distinction among students, staff, and community. Maintain a challenging curriculum to stimulate academic, social, and personal growth while addressing the varied needs of a successful community of learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Chisholm Trail Middle School is located in Rhome, TX and represents one of 6 middle schools in NISD. Geographically, we are the farthest west middle school of the district with total enrollment of 471 students. Our student population is 62% White, 32% Hispanic, 3% African American, and 3% Other. 52% male and 48% female. 12% of our student population has been identified as Gifted and Talented, 11% English Language Learners, and 13% Special Education. 44% of our students qualify for free/reduced lunches and 35% identified as At-Risk.

6th graders represent the largest class with 181 students, 7th 135 students, and 8th 155 students.

Feeder middle schools to Prairie View and Seven Hills Elementary.

Leader In Me campus.

Active Partners In Education; Modern Woodmen, iMax Mortgage, Rhome Pharmacy, Local Churches

Active and Involved PTSA

P.R.I.D.E. campus wide positive behavior/ leadership engagement inititative

Student Council

National Junior Honor Society- (13 Inductees)

Mentoring Programs

Top Dog Volunteering/Community Service Initiative

Watch D.O.G.S. For parental/fathers/uncles/grandpas involvement

Community In Schools- 100 student caseload

Demographics Strengths

CTMS continues to exceed expectaions of achievement and performance while continuing to show steady progress in all content areas. All content areas as measured by STAAR show evidence of achievement gaps decreasing. Student participation in Athletics and Fine Arts programs remain steady with nearly 45% of student population. With over 44% students identified as Eco. Dis. and 35% At-Risk, the achievement gap in performance is declining and shows evidence of equitable and equal access to opportunities and services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Achievement gap between sub populations is large between identified sub populations (SpEd and ELL). **Root Cause**: Some students are below grade level in reading and literacy.

Problem Statement 2: Students and teachers do not have adequate resources or materials to support reading and literacy gaps. **Root Cause**: Emphasis has not been placed on literacy/training/resources specific to subpop needs

Problem Statement 3: Students different cultural needs have not been identified or met by staff. **Root Cause**: Students may not feel comfortable with all staff members potentially due to cultural differences.

Student Academic Achievement

Student Academic Achievement Summary

STAAR Performance for 2017-2018

6th Grade

73% - Reading

84% -Math

7th Grade

80% Reading

74% Math

79% Writing

8th Grade

84%- Reading

84%- Math

85%- Science

76%- Social Studies

100%- Algebra

Major gaps with SpEd and ELL. With increase percentages of Eco. Dis., the achievement gap in performance has historically not represented a significant gap, but monitoring students this year with the drastic change in student population is necessary.

Student Academic Achievement Strengths

Algebra- 100%

8th Reading Masters- 32%

Students are continuing to improve in STAAR performance compared to all NISD middle schools.

Problem Statements Identifying Student Academic Achievement Needs

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School Processes & Programs

School Processes & Programs Summary

Math, Science, Social Studies, and English Language Arts for 6, 7, and 8th, with Pre-AP offerings for each content area.

Elective and Fine Arts Programs available for all students.

Leader In Me

Advisory/Trail Time

Professional Learning Communities built within the Master Schedule

Department and Team Alignment

Instructional Leadership Meeting PLC- with all department chairs- weekly

Guidance Counseling

Administrative Team- Instructional Leadership

New Teacher Mentoring

Bulldog of the Month- Employee Celebration Program

National Junior Honor Society

Student Council

Club Offerings

Sunshine Committee

P.R.I.D.E. Reward Day

School Processes & Programs Strengths

School Processes and Programs are anchored in middle school philosophies that meet the needs of the whole child and address social emotional learning experiences.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Achievement gap between sub populations is large between identified sub populations (SpEd and ELL). **Root Cause**: Some students are below grade level in reading and literacy.

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Perceptions

Perceptions Summary

Strong, Small School, Community Oriented, Bulldog PRIDE, with Grace and Grit we are building strong learners and leaders. Every child will achieve and grow!

Perceptions Strengths

With the size of our school, we represent an ideal middle school in number of students and programs/services offered.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Achievement gap between sub populations is large between identified sub populations (SpEd and ELL). **Root Cause**: Some students are below grade level in reading and literacy.

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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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- 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.

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: CTMS will increase student achievement by greater than 1 year's growth as measured by STAAR in all content areas and all subpopulations.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Determine Lexile/Reading level of all students and align reading and vocabulary to the needs of students within like reading levels and abilities.	2.4, 2.5, 2.6	Administrators Campus Instructional Teacher Department Chairs Teachers	Differentiated reading material and vocabulary is provided for the varied reading levels in order engage all learners styles and needs in the classroom. to increase achievement for all students across all subpopulations.
Problem Statements: Student Academic Achievement 2			
2) PLC periods for all content areas built in the master schedule for daily PLC work.	2.4, 2.5, 2.6	Administrators Department Chairs Teachers	Intentional lesson planning, analysis of student work, data analysis, lesson study/shares to increase and build capacity for highly effective teaching that results in increase student achievement.
Targeted Support Strategy **PBMAS** 3) Monitor achievement and progress in short intervals: marking period grades, progress reports, formative assessments, CBAs, semester exams, and benchmarks.	2.4, 2.5, 2.6	Administrators Department Chairs Counselors Teachers	Students will increase achievement and gain confidence to continue excelling as progress is monitored, acknowledged and celebrated in short intervals.
Comprehensive Support Strategy 4) Enhance P.R.I.D.E. Reward system as a positive behavior support and SEL/character development initiative for students that have good attendance, behavior, and show academic achievement and growth throughout the marking period.	2.4, 2.5, 2.6	Administrators Bulldog PRIDE Coordinator Teachers and Staff	Increased attendance, lower percentages of discipline referrals for ISS/OSS placement, increased academic achievement by marking period as compared to 2017-2018 school year.

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Students and teachers do not have adequate resources or materials to support reading and literacy gaps. **Root Cause 2**: Emphasis has not been placed on literacy/training/resources specific to subpopulations.

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

Performance Objective 1: CTMS staff will engage in activities that shift assumptions, seek to change beliefs, and build capacity of teachers.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Incorporate The Leader in Me with all CTMS teachers, staff, and students to enhance leadership capacity for all.	2.4, 2.5, 2.6	All Principals Lighthouse Coordinator	Shift Assumptions, Change Beliefs, and Build Capacity of all campus teachers, staff, and students to use The Seven Habits of Highly Effective People to increase achievement for all students in all subpopulations.
Problem Statements: Demographics 1, 2, 3			
2) Maintain campus Mentoring Program for first year and teachers new to the district.		Principal Mentor Coordinating	Provide orientation to the campus and district and maintain ongoing support to increase employee morale and satisfaction with the campus and district.
3) Continue Bulldog of the Month as an outstanding employee of the month recognition program.		Principal Receptionist	Improved and Increased morale. Opportunity for acknowledgement and rewarding employees in high-stress roles/situations.

Performance Objective 1 Problem Statements:

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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: We will maintain a safe and secure school learning environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Implement safety and security measures that maintain and increase awareness of school safety. *Safety entrance door installed in front office *Security cameras increased *Procedural documents posted in every classroom * Frequent reminders and safety tip training with students and staff *Drills conducted by staff and students frequently throughout the year. * Maintain physical facility and submit work orders for maintenance needs and requests.		Administrators SRO District Safety and Security Team	Increased awareness of school safety and security with minimal incidents that involve breaches of security, plus 100% compliance with all safety and security drills and protocols for this school year.

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: CTMS teachers and staff will design instruction by differentiating and scaffolding for the needs of all students within all subpopulations so that students will increase achievement and growth by 1+ year.

  Evaluation Data Source(s) 2:

  Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Create and maintain PLC periods within the day for all content areas.	3.1, 3.2	Teachers, Administrators, Department Chairs	Increased capacity for enhancing lessons and activities that increase achievement and growth for all students and content areas through fostering the creation of PLC periods within the day.
Problem Statements: Demographics 2			
2) Host community events(Open House, Saturday Camps, Saturday School, Parent Training resources/classes) for parents, families, and all stakeholders to connect and engage with the transformational work of NISD/CTMS.	3.1, 3.2	Administrators Exec. Director CTE Counselors Department Chairs Teachers	Increased community support for academic achievement and school pride across all content areas and subpopulations.
Problem Statements: School Processes & Programs 3			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students and teachers do not have adequate resources or materials to support reading and literacy gaps. **Root Cause 2**: Emphasis has not been placed on literacy/training/resources specific to subpop needs
School Processes & Programs
Problem Statement 3: Students different cultural needs have not been identified or met by staff. **Root Cause 3**: Students may not feel comfortable with all staff members potentially due to cultural differences.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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Community In Schools- 100 student caseload

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1 : Campus Improvement Plan developed with appropriate stakeholders

Principal - Matrice

Assistant Principals- Josh Withers, Cynthia Holt

Campus Instructional Teacher- Kesha Hill

Counselors- Cindy Barksdale, Mike Hays

PTSA President- Kara Looney

Partner In Education- Derrick Same

ELA Department Chair - Stephanie Shatt

Math Department Chair- Rich Kleckner

Science Department Chair- Jill Harris

Social Studies- Michael Jennings

Electives Department Chair- Amber Ortega

Fine Arts Department Chair- Stephanie Thurston

2.2 : Regular monitoring and revision

Quarterly Review and Revision

October

December

February

April

2.3 : Available to parents and community in an understandable format and language

Title I Meeting/ Fall Open House - September 14, 2018 - Informational meeting and Compact provided

Title I Meeting/ Spring Open House - March 12, 2019 - Informatioal meeing

Middle Years- Tips and Strategies for Parents to Bridge Home to School Connection- Bi-Weely digital/printed newsletter

2.4 : Opportunities for all children to meet State standards

CTMS will increase achievement by greater than 1 year's growth as measured by STAAR in all content areas and all subpopulations.

*Students will have dynamic learning experiences that are differentiated and scaffolded based on the needs of our subpopulations, particulary At-Risk as skill deficits are identified by teachers. All subpopulations (At-Risk, SpEd, EcoDis, White, Hispanic, Asian, Two or More Races, African American) will increase achievement by greater than 1 year's growth as measured by STAAR.

<u>Other Opportunities for all children to meet State standards:</u>

*Promote the implementation of RTI knowledge and strategies for student growth and achievement.
*Make reading levels (Lexiles) available and provide training for identifying reading levels of students in all content areas.
*Create targeted advisory groupings in order streamline differentiated needs among targeted tutorial groups.
* Use of Imagine Math with weekly lessons
* Implement Lexia- Power Up for middle schools for reading interventions
* Create campus wide D.E.A.R. Day/ 1 x per week to increase reading stamina, ability, and interest

2.5 : Increased learning time and well-rounded education

ECO - Extended Classroom Opportuntiy - Monday - Thursday 4:30-5:30pm and Monday-Friday 7:30am

Targeted Tutorials during Advisory

Weekly Club Opportunities - Every Friday

Saturday School - Tutoring and Intervention Support

2.6 : Address needs of all students, particularly at-risk

ECO - Extended Classroom Opportuntiy - Monday - Thursday 4:30-5:30pm and Monday-Friday 7:30am

Targeted Tutorials during Advisory are provided for students who are identified as needing specific skills to address learning deficits. Development of academic plan with ongoing and targeted interventions are being provided.

Math SSI for students within a targeted and specific range of Approaching grade level on STAAR.

English Language Arts SSI for 6th graders reading at 3rd grade level and 8th graders reading at 5th grade level.

Weekly Club Opportunities - Every Friday

Saturday School - Tutoring and Intervention Support

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1 : Develop and distribute Parent and Family Engagement Policy

Distribution of Parent and Family Engagement Policy - Title I Meeting/Open House - September 2018 and March 2019

Families will receive bi-weekly information and newsletters from *Middle Years* to support students at home with strategies applicable to home- school achievement and sucess.

3.2 : Offer flexible number of parent involvement meetings

Parent Conferences- October 11th and 16th - 4:30-7:30pm

Parent Conferences/Meetings available as needed/ongoing throughout the year as deemed necessary by teachers and/or parents.

*All teachers available to meet and discuss academic plans and interventions for students in partnership with parents, counselors, and administrrators.

Partnering with Career and Technology Education Department, CTMS will offer parent courses suitable for preparing adults for work/employment and advancement, alongside offering evening and/or Saturday School for At-Risk students. Tutoring for students will have emphasis on all content area courses (Math, Science, Social Studies, English Language Arts).

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
HILL, KESHA	Campus Instructional Teacher	Title 1	1
Joanna Kysar	English Language Arts Title I Interventi	Title I	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Matrice Raven	Principal
Community Representative	Derrick Same	Modern Woodmen Representative
Classroom Teacher	Rich Kleckner	Teacher
Classroom Teacher	Stephanie Shatt	Teacher
Classroom Teacher	Michael Jennings	Teacher
Classroom Teacher	Jill Harris	Teacher
Classroom Teacher	Michael Sheehan	Teacher
Classroom Teacher	Amber Ortega	Teacher
Classroom Teacher	Stephanie Thurston	Teacher
Non-classroom Professional	Cindy Barksdale	Counselor
Parent	Kara Looney	Parent
District-level Professional	Carri Eddy	Exec. Director of Student Services
Student	DeAnna Wise	Student