

Northwest Independent School District

Pike Middle School

2019-2020 Campus 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.

Gene Pike Middle School Mission Statement

Gene Pike Middle School, in partnership with families and community, will work to develop students with a passion for learning by fostering responsibility and encouraging pride in student work.

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Comprehensive Needs Assessment

Needs Assessment Overview

Title 1

Campus Instructional Teacher will support implementation of differentiation and ELL strategies to meet the needs of our underperforming populations (SpEd and ELL)

as well as provide feedback and coaching cycles to improve instructional practices across campus. CIT will also provide PD in ELL and Differentiation strategies.

Community In Schools will provide assistance to students and families in need. CIS will also work with teachers to help identify and support students in need of

assistance.

Overall:

- Literacy will continue to be a campus focus in all content areas.
 - AVID literacy strategies of #CUSS and LENSE implemented campus wide
 - Lexia supports utilized
 - Reading initiative in all classrooms and content areas
 - Collins writing strategies utilized campus wide
- SpEd students continue to struggle academically
- SpEd and white demographics did not meet all of the target categories on the A-F system.

Demographics

Demographics Summary

Pike MS

- 985 Students
- title 1 campus
- 26% Free and Reduced
- 37% At Risk
- 25% Hispanic
- 7% AA
- 61% White
- 3% 2 or more
- 13% GT
- 14% SpED
- 14% 504
- 5% ELL

Activities

- 80% of our students are involved in fine arts
- 100% of our students are involved in a club or school sponsored activity
- AVID enrollment increased this year
- Participation in athletics needs to be a focus

Recognitions

- National School to Watch
- Heat Safety Campus
- PTA School of Excellence

Demographics Strengths

- Two or more races scores were 9% points higher than the campus average in 6th reading

- African American 6th grade math scores were above the campus average
- African American 7th grade reading scores were above the campus average
- Two or more races scores were above the campus average in 7th grade reading
- African American and Hispanic scores met the target in all five categories of the A-F rating system
- Economically Disadvantaged increased in every category of the A-F rating system and were above the state target scores
- ELL demographic increased in every category and were above the state target scores
- ELL scores increased by 31% in the Meets math target category

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education students are under performing when compared to other sub pops on campus. **Root Cause:** Some of our students are reading below grade level and our students are not reading on their own outside of class. Rigor in classrooms needs to be higher for all students.

Problem Statement 2: Our sub pop of white students did not meet the target goal in 2 of the 5 categories on the A-F system (Reading Meets category - 4% below and Reading growth - 2% below). **Root Cause:** Low rigor in the classroom. Staff perception that white demographic is not under performing because it is the highest performing demographic on campus, but is falling short compared to other campuses.

Problem Statement 3: Our English Language Learners are under performing compared to other populations across campus. **Root Cause:** Lack of ESL strategies employed in the classroom and in assessments

Student Academic Achievement

Student Academic Achievement Summary

- Achievement Gaps
 - SpEd and white students are continuing to underperform. Sped students are below district average on CBA and STAAR results
- Benchmark scores were extremely high in 6th LA during the school year, but only reached 70% approaches rate on the 6th STAAR reading test.
- SpEd and White demographics did not meet all of the target categories on the A-F system.

Student Academic Achievement Strengths

- Social Studies increased 11% points on STAAR ranking 2nd in the district
 - Focused on the readiness standards and spiraled in previous content during the week
- Alg - 99% of students passing the EOC with 70% at the masters level
- LA gaps on performance are continuing to close as students progress from 6th to 7th and from 7th to 8th grade
- 6th grade reading masters scores increased by 5%
- 6th grade math masters scores increased by 9%
- 7th grade writing masters scores increased by 5%
- 8th grade math masters scores increased by 13%
- 8th grade science masters scores increased by 4%
- 7 out of 10 testing areas increased in Masters scores
- 7th grade reading masters scores increased by 18% from students 6th to 7th grade year (same students)
- 8th grade reading masters scores increased by 15% from their 6th to 8th grade year
- 6th math, 8th math, Alg, and 8th science all scored in the 90s on their STAAR approaches scores
- Band & Choir winning UIL Sweepstakes awards
- Athletics winning the MS cup

Tools and Intervention Strategies

- Targeted Math and Literacy lab classes. Advisory groups pulled three days a week focusing on individual student gaps
- AVID #CUSS and LENSE strategies utilized campus wide to focus on literacy
- Reading time built into the day where every student is reading a minimum of 50 min a week
- Imagine Math and Lexia Literacy support implemented in Math and LA classes
- LA classes were pre-testing, but daily rigor was needing to be increased to produce desired results on STAAR test.
Differentiation and ESL strategy trainings provided to staff to give staff the instructional tools necessary to provide individualized instruction to

struggling students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 6th grade LA scores are below district average. **Root Cause:** Our students are not successful in transferring strategies and skills from practice/ class to assessment.

Problem Statement 2: Our Special Education students are under performing when compared to other sub pops on campus. **Root Cause:** Students are reading below grade level

Problem Statement 3: SpEd and White demographics did not meet all of the target categories on the A-F system. **Root Cause:** We are not challenging our students enough in the classroom.

School Processes & Programs

School Processes & Programs Summary

Intervention and Enrichment programs

- Imagine Math
- Lexia Support in LA
- Targeted Intervention sessions three days a week in Advisory
- Literacy and Math Lab classes paired with on level core classes for struggling students
- STAAR tutorial groups
- Algebra Camp
- 6th grade Kickstart
- AVID

Ensuring the needs are prioritized and analyzed

- Bi weekly grade level RTI meetings
- RTI and data days built into weekly schedules of STAAR tested teachers
- Reports on progress from Imagine Math and Lexia
- Each teacher progress monitoring identified students in certain sub pops
- PLC - intentionally planning and setting dates to update progress monitoring data on students, meeting with grade levels to review RTI students and data, quarterly curriculum meetings to discuss progress in class

Supporting Students and Teachers

- Curriculum coaches attending content PLCs, conducting coaching cycles with teachers, providing PD to teachers during PLC and faculty meetings
- Tutorials
- Campus CIT conducting coaching sessions
- Students checking grades weekly in advisory
- Administration participating in daily PLC meetings
- Differentiation and ESL Training
- Professional Development time build into Friday content PLC time every week to give teachers (special focus on new teacher) the instructional tools necessary to enable our students to be successful. PD plans and trainings will happen every Friday and each training will be revisited during the school year to reinforce and provide checks along the way to ensure that staff is utilizing the strategies presented in PIC. Trainings will include Differentiation, ESL strategies, Lexia, Progress Monitoring, ect.

School Processes & Programs Strengths

- Incorporating PLC time during the school day for teachers to co-plan as well as look at data and attend professional development
- Collin writing strategies campus wide incorporating quick writes into daily lessons
- AVID - campus wide focus on Cloze reading strategies through #CUSS and LENSE strategies
- Campus wide reading initiative where each department reads 10 min a week in class
- Advisory tutorial days 3 times a week with teachers pulling struggling students for intervention
- Tutors working with students 2 days a week through Title 1 and Comp Ed programs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our Special Education students are under performing when compared to other sub pops on campus. **Root Cause:** We have a group of students who are reading below grade level.

Problem Statement 2: Not all staff members have had extensive training in all of the support systems that we have available for students. **Root Cause:** High number of new staff members on campus this school year.

Problem Statement 3: Our ELL students are under performing compared to other populations **Root Cause:** Lack of instructional strategies employed across classrooms to support ELL students

Perceptions

Perceptions Summary

How would students/teachers describe your campus? A safe place to be where teachers care about the students. Survey data showed a strong goal focus and cohesiveness with our staff. Survey data also showed an increase in staff moral and campus communication.

Describe learning experiences? Learning "experiences" are what our Problem of Practice is focused on this year.

Do campus events or activities promote widespread student participation? Our Pike Family Fall Fest has been a huge success the past five years. Participation in Fine Arts is at an all time high. Band and Choir departments won UIL Sweepstakes awards this year and our athletic department won the Middle School Cup award for achievement this year. Athletic numbers has been stagnate the past couple of year and we need to find ways to get more students involved in athletics.

How are parents and community involved in your school? Through our PTSA. They are on campus weekly, run our concession stands for athletic events, and help sponsor our Pike Family Fall Fest.

Communication Focus

- Strong and consistent communication
 - Weekly emails to staff send out on Thursdays highlighting in detail the next weeks school activities
 - Pike at a Glance updated and sent out to staff weekly with a list of all events to the end of the school year
 - Bi-weekly meeting notes sent out to the staff from Instructional and Operational Team meetings
 - Weekly grade level emails sent out to parents highlighting what is going on in content classes the upcoming week

Perceptions Strengths

School Recognitions

- Named a National Schools to Watch
- National PTA School of Excellence
- District Teacher of the Year - Melissa Krieg
- District MS coach of the year - Shanna Briggs

Strengths

- Weekly grade level newsletters sent home to parents
- Emails home from Principal to parents on upcoming events
- Social Media posts of the great things happening daily at Pike
- Family Fall Fest continuing to grow each year
- Survey data indicates that teachers know what our campus goals are and are willing to work with each other to achieve these goals (cohesiveness)

What are some strengths in the way the campus communicates with home and community? Weekly emails home from grade level team leaders to parents containing a brief overview of what is going on this week in all content classes. Moodle, home access, Principal emails, School Messenger, Social Media, Facebook, Facebook live, and Twitter

What systems are in place that positively impact either discipline or attendance or both? Attendance incentives, A Honor Roll recognition, Panther Pride Awards for character, Post cards from teachers mailed home to students

What are things in terms of parent involvement that the campus does really well? Multiple PTA awards, PTA national School of Excellence, Pike Family Fest

What are some recognitions your campus teachers and students have received? District Teacher of the Year - Melissa Krieg, District Girls Coach of the Year - Shanna Briggs, National School to Watch, Teacher/PARA of the Month and Year recognitions

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our SpEd population of students is under performing on district and state assessments. **Root Cause:** More rigor is needed in the classroom. Need the perception that all students can learn at a high level.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- PSAT and/or ASPIRE
- 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)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Other additional data

Goals

Revised/Approved: September 10, 2019

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: The following performance measures assess, evaluate, and monitor student literacy achievement and allow for analysis between campuses and student groups:

PreK EOY Kinder Readiness Assessment

K-2 % of Students Reading and Writing on Grade level

3-8 STAAR Reading Passing level

4 & 7th STAAR Writing Passing level

English EOC 1 & 2 Passing level

Advanced Placement Course Participation & Performance (AP and Dual Credit)

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy 1) Campus wide implementation of AVID strategies (#CUSS, LENSE) for all classes using the same terminology and strategies to annotate text.	Campus Administration CIT Department Heads AVID Site Team	All classes using the same vocabulary and strategy to teach students how to annotate and break down text. Student comprehension levels increasing and reading scores increasing on STAAR in all grade levels.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy 2) Continue to utilize Collins writing strategies in all content areas.	Campus Administration Department Heads CIT All Teachers	Increase in student writing levels and ability to justify their thinking.				
Additional Targeted Support Strategy 3) Implementation of a campus wide reading initiative where students read 10 min a day in one of their classes for an end result of every student on campus reading a minimum of 50 min each week.	Campus Administration Department Heads All Teachers	Student Vocabulary increasing. Reading scores increasing on CBA and STAAR tests. Campus culture of a love for reading. Track and monitor student lexile levels through Lexia				
Additional Targeted Support Strategy 4) Students needing additional intervention identified and placed in Literacy labs for additional targeted support during the school day.	Campus Administration CIT SSF LA teachers	Student lexil levels increasing. SpEd data showing a close in achievement gap. Student reading levels tracked, monitored, and recorded on content area Progress Monitoring Sheets in weekly PLCs.				

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

Performance Objective 2: Academic Progress: NISD will increase student performance for every child, every day.

Evaluation Data Source(s) 2: The following measures will be used to determine student academic progress.

NISD will increase the number of students achieving the Masters level distinction on STAAR/EOC by 5%.





NISD will decrease the percentage of students who do not meet the passing standard on STAAR or EOC by 10%.

NISD will improve the percentage of students that achieve a year or more growth, as measured by the academic growth measure on STAAR/EOC, by 10%.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p>Additional Targeted Support Strategy 1) Bi weekly grade level RTI meetings where teachers discuss data, interventions, and next steps on specific students.</p>	<p>Campus Administration SSF CIT Department Heads Grade Level Team leaders</p>	<p>Achievement gaps closing. Timely interventions planned and implemented for struggling students.</p>				
<p>Additional Targeted Support Strategy 2) Daily content PLC periods build into STAAR teachers schedules to provide time during the school day to analyze and break down student data, progress monitor students, and plan high level learning experiences.</p>	<p>Campus Administration Department Heads CIT</p>	<p>Increase in student masters scores on district and state assessments. Detailed PLC schedules sent out each quarter communicating to staff daily expectations within the PLC period. PLC schedules will be created by our campus Leadership Team during ILM meetings. Weekly PLC Schedule: Monday - Content Planning Tuesday - Data Day Wednesday - RTI & Progress Monitoring Thursday - Content Planning Friday - Lesson Share and PD Day Administrators will attend PLC meetings for their content area</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy 3) Utilize district curriculum coaches to participate in content PLCs and conduct coaching cycles with teachers.	Campus Administration CIT Department Heads	Increased rigor in the classroom.				
<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 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 CCMR status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, appropriate support for their chosen pathways, and social-emotional skills.

Evaluation Data Source(s) 3: College Readiness Indicators:

Percentage of middle school participation in Pre-AP courses 75%

Number of middle school students participating in a high school credit course (Algebra, Spanish, Art, PLTW) by 50%)

Number of middle school students participating in a high school credit course (Algebra, Spanish, Art, PLTW by 50%)

Percentage of students enrolled in AP that sit for the AP exam (90% in class)

HS Advanced Academics (AP Exams) percentage of students earning a 3 or higher (Overall 50%)

HS Advanced Academics (Dual Credit or OnRamps courses) percentage of students earning college credit (90%)

Career Readiness Indicators:

Percentage of students enrolled in 1 or more CTE courses (80%)

Percentage of eligible students achieving basic or advanced work-ready certifications / licensees (70% if eligible)

Number of students completing professional internships (Growth measure of 10%)

Life Readiness Indicators:

Percentage of 12th grade students who pass national financial literacy exam Potential for all kids to take it (50%)

Percentage of instructional staff trained in Social-Emotional Learning Competencies (100%)

Students participating in at least 1 co-curricular or extra-curricular activities (75%)

Percentage of students completing an e-portfolio and percentage who have it attached to their report card (100%)

Number of students earning Green Cords (Growth of 10% by each HS campus)

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) All 8th grade students will be enrolled in College and Career Readiness AVID class.	CCR and AVID Teachers Counselors Campus Administration CIT	All House Bill 5 required lessons taught				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
2) Character Ed lessons built into weekly Advisory lessons.	Counselors CIT	All students supported in developing their social-emotional skills. Counseling department creating weekly Character Ed lessons that all teachers grades 6-8 will teach during Advisory class. Campus administration will conduct walk throughs during advisory periods to monitor the fidelity of implementation of advisory lessons.				

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

Performance Objective 4: Meeting Students Needs: NISD will identify and address the needs of students and student groups in order to provide a fair and equitable education to ALL students.

Evaluation Data Source(s) 4: Areas of focus may include the participation and performance of the following:





- Attendance
- Equity in Programs
- Bilingual/English as a Second Language
- Special Education
- Disadvantaged Students
- Credit Recovery
- Summer School
- 504 and RTI

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy 1) ESL and Differentiation training and follow up training presented to staff on campus PD days and PLC days.	Campus Administration CIT Department Heads Leadership Team	Individualized lessons provided to students based on their specific area of need.				
Additional Targeted Support Strategy 2) Weekly data days in PLC periods where teachers are looking at and tracking data on our SpEd and struggling. Teachers planning targeted interventions for students based on the data.	All teachers Campus Administration RTI team	Increased achievement in sub pop data Closing of the achievement gap on district and state assessments				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy 3) PBMAS and RTI students specifically identified and placed in SSI classes, Advisory Classes, and tutorial groups based on their specific area of need.	Campus Administration CIT SSF Department Heads	Individualized guided support offered to students specific to their area of need. Pre-Test students to see where their academic level of need lies. Create lessons specific to students area of need to address gaps in learning. Every Wednesday during PLC will be a data day where teachers are breaking down data and filling out progress monitoring/RTI data sheets on our SPED and RTI students to track their progress on specific TEKS. Gaps in learning closed.				
Additional Targeted Support Strategy 4) Bi weekly grade level RTI meetings where teachers discuss data, interventions, and next steps on specific students.	Campus Administration SSF CIT Department Heads Grade Level Team leaders	Achievement gaps closing. Timely interventions planned and implemented for struggling students.				

 = 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 1: Supporting Staff: NISD will increase the retention of highly effective staff by supporting the engagement and personal well-being of employees.

Evaluation Data Source(s) 1: Employee retention data, employee exit data, Energage survey results, EAP data, TASB Compensation Review results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Have new teachers go through coaching cycles with CIT and Curriculum Coaches.	Campus Administration CIT 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.	Mentor Coordinator	New teachers knowing campus expectations and procedures.				
3) Create a Welcome to Pike new teachers binder detailing all of the procedures, who to call list, and most asked questions by teachers.	Campus Administration CIT Operational Leadership Team	New teachers knowing campus expectations, procedures, and who to go to with questions.				



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue


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: Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.


Evaluation Data Source(s) 1: Development and adoption of board policy.
Confirmation of all staff completing safety and security trainings and drills.
Implementation and completion of bond projects.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) CRASE training for all staff members regarding our district emergency procedures.	Campus Administration	Safer learning environments and all staff members knowing the district safety procedures.				
2) Monthly Safety drills.	Campus Administration	Safer learning environments and all staff members knowing the district safety procedures.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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: Continued Financial Accountability and Transparency: NISD will provide continued financial accountability and transparency through a strategic budget analysis and long-term financial planning.

Evaluation Data Source(s) 2: Continuous updating of the Five-year Financial Forecast
 GFOA and ASBO award applications for the CAFR
 Website postings regarding adopted budgets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Department heads and sponsors of campus organizations attending In Touch and PO training.	Department Heads Campus Organization Sponsors Campus Administration Office Manager	Continued financial accountability and balanced budgets.				

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 3: Fast-Growth Planning: Continued planning and proactive response to district-wide growth.

Evaluation Data Source(s) 3: Quarterly demographic reports
 TASB Staffing Reports
 Completion of Professional Development Courses
 Membership and involvement in the Fast Growth School Coalition

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Operational Leadership team meeting bi weekly to discuss growth, campus needs, and campus concerns.	Campus Administration OLT Members	More teacher input in decisions pertaining to campus.				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

- Literacy will continue to be a campus focus in all content areas.
 - AVID literacy strategies of #CUSS and LENSE implemented campus wide
 - Lexia supports utilized
 - Reading initiative in all classrooms and content areas
 - Collins writing strategies utilized campus wide
- SpEd students continue to struggle academically
- SpEd and white demographics did not meet all of the target categories on the A-F system.
- 6th LA STAAR scores below district average

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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.

1. Students intentionally identified as struggling placed in Literacy and Math Lab classes for targeted intervention. Lexia Literacy Supports utilized to identify students levels in Word Study, Grammar, and Comprehension.
- 2) Campus wide implementation of AVID strategies (#CUSS, LENSE) for all classes using the same terminology and strategies to annotate text.
- 3) Continue to utilize Collins writing strategies in all content areas.

4) Implementation of a campus wide reading initiative where students read 10 min a day in one of their classes for an end result of every student on campus reading a minimum of 50 min each week.

5) Campus CIT conducting coaching cycles with teachers on how to increase the rigor in the classroom.

6) CIT and district curriculum coaches providing PD to teachers on differentiation and ELL strategies.

Academic Progress: NISD will increase student performance for every child, every day.

1) Daily content PLC periods build into STAAR testing teachers schedules to provide time during the school day to analyze and break down student data, progress monitor students, and plan high level lessons.

2) Provide PD for teachers on how to differentiate instruction in class.

3) Utilize campus CIT and district curriculum coaches to participate in content PLCs and conduct coaching cycles with teachers.

4) Bi weekly grade level RTI meetings where teachers discuss data, interventions, and next steps on specific students.

College, Career, and Life Readiness: NISD will ensure that every student is achieving Exemplary CCR status in order to attain their definition of personal success through personalized experiencing personalized learning opportunities, equitable access free of institutional bias, appropriate support for their chosen pathways, and developing social-emotional skills.

1) All 8th grade students will be enrolled in our CCR class or AVID.

2) Character Ed lessons built into weekly Advisory lessons.

Meeting Students Needs: NISD will identify and address the needs of students and student groups in order to provide a fair and equitable education to ALL students.

1)ESL and Differentiation training and follow up training presented to staff on campus PD days and PLC days.

2) Weekly data days in PLC periods where teachers are looking at and tracking data on our SpEd and struggling. Teachers planning targeted interventions for students based on the data.

3) PBMAS and RTI students specifically identified and placed in SSI classes, Advisory Classes, and tutorial groups based on their specific area of need.

4)Bi weekly grade level RTI meetings where teachers discuss data, interventions, and next steps on specific students.

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

Supporting Staff: NISD will increase the retention of highly effective staff by supporting the engagement and personal well-being of employees.

- 1) Have new teachers go through coaching cycles with CIT and Curriculum Coaches.
- 2) New teachers assigned a mentor teacher on campus. Establishing criteria for expectations on the amount of times mentor and men-tees meet.
- 3) Create a Welcome to Pike new teachers binder detailing all of the procedures, who to call list, and most asked questions by teachers.

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

Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

- 1) CRASE training for all staff members regarding our district emergency procedures.
- 2) Monthly Safety drills.

Continued Financial Accountability and Transparency: NISD will provide continued financial accountability and transparency through a strategic budget analysis and long-term financial planning.

- 1) Department heads and sponsors of campus organizations attending In Touch and PO training.

Fast-Growth Planning: Continued planning and proactive response to district-wide growth.

- 1) Operational Leadership team meeting bi weekly to discuss growth, campus needs, and campus concerns.

2.2: Regular monitoring and revision

September 12, 2018 - Title I Parent Meeting

October 2018 - Formative Plan Review

December 2018 - Formative Plan Review

February 2019 - Formative Plan Review

April 2019 - Summative Plan Review

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

language

At the Annual Title I Parent Meeting, parents will be presented with a copy of the Comprehensive Support Strategies, Parent/Student/Staff Compact, and the Parent Involvement Policy for the 2019-2020 Title I Plan. Administrators will review this document as well as the provide opportunities for clarifying questions. The Parent Involvement Policy and Student/Parent/Staff Compact will be linked to our campus web site for parents to have easy access to them.

2.4: Opportunities for all children to meet State standards

Impleemntation of Content learnign Labs blocked with regular class to provide additional instruction for struggling students;

Advisory designed for teachers to tutor students as needed

RtI plans created for studnets with learning gaps

2.5: Increased learning time and well-rounded education

Students identified as at risk have been placed in Learning Labs, pull out tutorial groups, and can be pulled targeted intervention during advisry to address their academic gaps and provide more instructional minutes during the school day outside of their four content area classes.

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

Pull out tutorial groups starting first semester on at-risk students

Blocked Learnign lab classes to provide increase in instnctional minutes with same teacher/ concepts

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

At the Annual Title I Parent Meeting, parents will be presented with a copy of the Comprehensive Support Strategies, Parent/Student/Staff Compact, and the Parent Involvement Policy for the 2019-2020 Title I Plan. Administrators will review this document as well as the provide opportunities for clarifying

questions. The Parent Involvement Policy and Student/Parent/Staff Compact will be linked to our campus web site for parents to have easy access to them.

3.2: Offer flexible number of parent involvement meetings

Family and Community Involvement Summary

Pike MS has an active PTA which offers support to the school, students, and staff through volunteering and being a visible presence on campus. Pike MS will host the 7th annual Pike Community Night this fall creating an avenue to allow parents, students, and community members to visit the campus and learn about the great things going on at Pike MS.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Callie Wilburn	CIT	ELL, Special Education, RtI and Instruc	1.0

Addendums

Pike

2019-2020

Instructional Focus



Our 2018-19 Campus Goal was

(Increase students achieving masters level on assessments by 10% in all subject areas)

Provide a brief summary of the progress you made towards reaching this goal last year.

- 7 out of the 10 tested areas had an increase in master level scores from 2018 to 2019
- 8th grade math reached out targeted goal with an increase of 13% in masters scores
- 6th grade math increased by 9%
- 6th grade reading and 7th grade writing increased by 5%
- Approaches levels increased in 9 out of the 10 tested areas

To ensure ALL students experience the same high levels of engagement and learning in every classroom every day that is grounded in what we know about how people learn, our students need to be consistently exposed to engaging learning EXPERIENCES that motivate them to take ownership of their achievements.

Theory of Action

If we utilize PLC planning time to design engaging and differentiated lessons

- Then we can provide learning experiences that allow for productive struggle for ALL learners

- That will help students make connections to retrieve and apply knowledge

And if we embed specific SpEd, ESL, and 504 trainings/strategies into our lessons

• **Then we can intentionally plan lessons that meet ALL students' academic needs**

• **That will close achievement gaps**

And if we, utilize the RTI process to continually monitor students academic progress

• **Then we can provide timely and appropriate interventions**

• **That will ensure students are showing growth on readiness standards**