

Northwest Independent School District

Medlin Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science



Mission Statement

Our educational family will provide All students the opportunities to confidently share their talents, improve the skills needed for their future, and establish values that will allow them to act with thoughtfulness and humanity.

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.

Medlin Middle School

Campus Beliefs

Cultivate Pride
Develop Leadership
Practice Integrity

Campus Vision

To ensure that ALL of our students are ready for their futures and are good citizens as well.

Campus Mission

Our educational family will provide all students the opportunities to confidently share thier talents, improve their skills needed for their future, and establish values that will allow them to act with thoughtfulness and humanity.

Campus Motto

Mustang GRIT = Growth Mindset, Relationships, Integrity/Initiative, Teamwork

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Comprehensive Needs Assessment

Needs Assessment Overview

Our overall needs to be addressed are increased levels of learning through instructional practices, improved teaching through instructional coaching, increasing ALL students level of literacy, closing student gaps through targeted interventions, and meeting the needs of the whole child through Social and Emotional Learning.

Demographics

Demographics Summary

Medlin has 1095 students as of 9/13/2019 our demographics summary includes:

6% African American

15% Hispanic

76% White

2 % Asian

2 or more Ethnicities 1%

11% Economically disadvantaged

4 % ELL

9% Special Education

GT 20%

At Risk 23%

Career and Technology 27%

Demographics Strengths

We have diversity on our campus, but have supports from staff, the district, parents, and community to assist in meeting the needs of ALL of our learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all of our special population are showing the adequate amount of growth; therefore we will implement more specific supports

for their needs. **Root Cause:** We have been doing the same things to assist each student, we are looking at individualizing their needs through our RTI process.

Student Academic Achievement

Student Academic Achievement Summary

Overall Performance 92

Student Achievement 93

School Progress Part A- 83

School Progress Part B- 77

School Progress - 83

Closing the Gaps 91

Academic Achievement in Science

Student Academic Achievement Strengths

91% Mastery in Algebra

62% Mastery in Science with a distinction

47% Mastery in 7th Reading

48% Mastery in Social Studies

39% Mastery in 7th grade writing

Increased Mastery levels from 2018 STAAR testing in

6th grade reading by 4%

6th grade math by 10%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Medlin does not have the level of Mastery that we should across all subjects. **Root Cause:** Students are not receiving the level of instruction/rigor that they consistently should be, so we are utilizing daily PLC planning to increase the level of learning.

School Processes & Programs

School Processes & Programs Summary

Instructional Leadership Team- meets every three weeks and focuses on instruction, PLCs, instructional coaching, and best practices.

Operational Leadership Team- team leads, RTI, Student attendance, student issues

Mentor program for teachers

Monthly staff breakfast

On going professional development once a month- SEL

Administrative team meets once and week to discuss students, PLCs, instruction, and classrooms

Counseling team meets once a week and meets with Admin to support campus programs

Many of our staff are on the curriculum writing teams and work with our district directors

District Coaches support our campus teachers and staff

Beginning of the year PD and Engage conference

Campus Committees include- Teacher Appreciation, AVID Site Team, Character Committee, Safety Committee, RTI Committee, Campus Improvement Committee, and PTA also support our campus needs and goals.

School Processes & Programs Strengths

We received positive feedback from the parent, teacher, and student surveys the Campus Improvement Plan Committee implemented in the spring and made decisions based on that feedback.

The only areas of improvement needed was in the area of teachers voice, so we have made changes to our practices to get more input and involvement.

We received another Promising Practices award from Character.org and will present our Medlin Cares event in Washington DC.

Our Professional Development Plan for the year is set to impact student achievement and overall success. Our theme for the year is GRIT which comes

from our mission, motto, beliefs.

We continue to do character/counselor lessons every Wednesday through Pride class

Perceptions

Perceptions Summary

Our staff developed and voted on our 1 pager which is our value, beliefs, motto, and mission:

Mission: Our educational family will provide all students the opportunities to confidently share their talents, improve the skills needed for the future, and establish values that will allow them to act with thoughtfulness and humanity.

Beliefs: Cultivate Pride, Develop Leadership, Practice Integrity

Motto: Mustang Grit: Growth Mindset, Relationships, Integrity/Initiative, Teamwork

Perceptions Strengths

Medlin is a good school, but we all believe we can be a great school. Our plan is to be competitive against our 40 comparison schools and our staff and students believe that we can. We also have support from parents and the community around us in order to achieve at higher levels.

Priority Problem Statements

Problem Statement 1: Medlin does not have the level of Mastery that we should across all subjects.

Root Cause 1: Students are not receiving the level of instruction/rigor that they consistently should be, so we are utilizing daily PLC planning to increase the level of learning.

Problem Statement 1 Areas: Student Academic Achievement

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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 Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

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: Measures may include:

PreK - EOY Kinder Readiness Assessment

% of students in K-2 Reading and Writing on grade level





3-8 STAAR reading; passing level

4 & 7 STAAR writing

English EOC 1 & 2 passing level

Advanced Placement Course Performance (AP and Dual Credit)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p>RDA</p> <p>1) Medlin will maximize the PLC potential with a focus of creating engaging, relevant, learning experiences that will focus on high levels of literacy and the whole child (SEL)</p>	Paige Cantrell, Darius Ingram, Elly Palmenteri, Ashley Kahler, Abbey Flores, and the CORE Department Coaches. We have structures in place to collect data and monitor what we are doing during this scheduled daily core PLC time period.	We expect to impact student learning by our work through the daily PLC time. We should see each student gain a 5-10% increase in academic growth. Our end results will be on STAAR and other summative data that show their growth from the previous year.				
<p>Targeted Support Strategy</p> <p>Additional Targeted Support Strategy</p> <p>RDA</p> <p>2) Medlin will support individual growth through a variety of intervention practices (Tier I, Tier II, Tier III) for ALL students. The interventions will take place through classroom instruction, tutorials, Math and Reading Labs, Pride time tutorials sessions.</p>	Dawn Riedl, Paige Cantrell, Ashley Kahler, Darius Ingram, Elly Palmenteri, and Department Coaches. We will monitor this through data analysis of summative tests or benchmarks.	Each student should receive the appropriate level of support. With this strategy we should see students growth at a 5-10% increase or 1-2 years growth depending on where they are at the start.				
<p>Additional Targeted Support Strategy</p> <p>RDA</p> <p>3) Medlin will implement more independent, purposeful reading time during ELA classes with meaningful reflection/discussion about the reading of choice. They will also use 1 Pride Time a week for either reading or think through math to support literacy in both areas.</p>	Ashley Kahler, Hollie Strickland, Abbey Flores, Team Leads for PRIDE Time, and Paige Cantrell	Increase lexile levels as well as reading stamina. We should see increase throughout the year. Increase levels of understanding in math as measured by the Think through math program.				
<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 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 Exams (Eng. 1 & 2; Algebra; Biology; US History)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Reading and Writing opportunities in all content classes. We will provide Professional Development in these areas to increase teacher capacity in supporting this strategy.	Admin, Department Coaches, District Coaches,	Increased literacy for ALL resulting in increased success on campus, district, and state assessments.				

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

- AP Testing (participation and performance)
- Dual Credit (participation and performance)
- Professional Certification and Licensure
- Internship (participation and completions)
- ACT/SAT (participation and performance)
- # of student TSI met
- Identification and adoption of District SEL standards
- Participation rates in extra-curricular/co-curricular activities

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) The Pride Time will assist Medlin in helping develop the whole child by offering supports for academic as well as social and emotional needs.	Team Leaders, Administrators, Counselors, and AVID Site Coordinator, Pride Time teachers	Students will be more successful both academically and socially through this support system. They will set goals each six weeks and have a better understanding of what it means to be kind to one another.				
2) Medlin will have 80% or more students taking Pre-AP classes and will support these students through tutorials. Students will also take either CCR class or AVID to ensure they are exploring the options of college and careers in order to plan for the future.	Counselors, teachers, administrative team	Students will take appropriate levels of classes and be successful. Students will have an understanding of college and career options when they leave for high school.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
TEA Priorities Connect high school to career and college 3) All 8th grade students will take the PSAT at Medlin and we will use this data to assist with individual educations plans.	Counselors	Students will have a map and plan for their 4 years of high school and start looking at after high school possibilities as well while in the 8th grade at Medlin				
<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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Using targeting interventions and RTI to assist specific students needs through small group tutorials.	Special Education team, Jofee Tremain, TEam Leaders, and pullout teachers.					




= 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: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Medlin Middle School will utilize Instructional Coaching to improve teaching and learning on our campus.	Department Coaches, Campus Instructional Support Team, Administration, District Support Teams	That ALL teachers will improve their teaching and impact student learning. WE should be seeing results through data collections such as walks, feedback, and the results of student assessments				
2) Medlin will increase efficacy in all staff members through the use of PLCs. Core teachers will get 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.				
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>3) WE will provide opportunities for new staff to provide us feedback and to support them through check in opportunities every six weeks. We will also get feedback through surveys and provide Professional Development and mentor/buddy support throughout the year. We will do something each month to support all new to NISD staff.</p>	Nyeisha James, Paige Cantrell, Department Coaches and Assistant Principals.	Find needs provide on-going support and follow up with that support will provide a better environment. Higher retention rate of new staff will be our data we collect.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) We will attend Guest Educator orientations and communicate daily with our guest educators for support. We will seek feedback from them to improve our support.	Paige Cantrell, Jeannie Moncada, Monica McDonald, and assistant principals.	To have a higher fill rate and receive great feedback from our guest educators.				



= 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 1: Student, Staff, and Stakeholder Safety: NISD will ensure that every student, staff member, and guest on campus and/or district property is in the most controlled and safe environment possible.

Evaluation Data Source(s) 1: Feedback from students, teachers, administration, parents, and community members

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Medlin will follow district and campus safety and security measures as well as properly conduct monthly drills to ensure we have a safe environment.	Administration and all staff Safety and Security committee	We will reflect monthly and address issues after each drill. The safety and security team will meet twice a semester and bi-weekly meetings between the principal and assistant principal over safety and security will occur.				
						

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: Tax Ratification Election (TRE) Initiative: NISD will research the necessity for a Tax Ratification Election during the 2018-2019 school year. If an election is called, NISD will be successful in passing the TRE for the 2019-2020 school year and beyond.

Evaluation Data Source(s) 2: Five-Year Financial Forecast
Outcome of TRE, if called

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Medlin will support district needs through promotion of voting as well as meet with community members about supporting our district and campus and how the taxes have a direct impact on their learners.	Paige Cantrell and other administrators	To educate our parents/community about the necessary support we need so that we can get necessary funding.				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Medlin will maximize the PLC potential with a focus of creating engaging, relevant, learning experiences that will focus on high levels of literacy and the whole child (SEL)
1	1	2	Medlin will support individual growth through a variety of intervention practices (Tier I, Tier II, Tier III) for ALL students. The interventions will take place through classroom instruction, tutorials, Math and Reading Labs, Pride time tutorials sessions.
1	1	3	Medlin will implement more independent, purposeful reading time during ELA classes with meaningful reflection/discussion about the reading of choice. They will also use 1 Pride Time a week for either reading or think through math to support literacy in both areas.

Addendums



Medlin Middle School

2019-2020 Instructional Focus

2019-20 Campus Goal(s)

Our 2019-20 Campus Goal(s) is (are)

All Medlin students will achieve academic growth in literacy, measured by a 5 to 10% increase on STAAR and other academic data.

Instructional Focus

Students are not actively engaging in relevant and meaningful learning experiences that challenge them to increase their literacy skills (reading, writing, speaking, listening).

Theory of Action

In order to address this challenge, we believe:

If we, support individual growth through a variety of interventions practices (Tier I, Tier II, Tier III) for ALL students.

And if we, maximize our PLC potential with high focus on creating engaging, relevant, learning experiences that include whole child (SEL)

And if we, *utilize instructional coaching with written or verbal feedback to ensure consistent best practices in every classroom.*

Then we will....build connections to motivate all students to reach their

individual potential. Empower students to take ownership of their own learning. Engage students to find value and make connections to their personal growth in all content areas.

And we will meet our goal(s) of: academic growth in literacy as measured by a 5 to 10 percent increase on STAAR and other academic data pieces for non STAAR tested subjects.