



Principals' Institute
Schools Transforming Learning Designation Nomination

Nominated School:

Kimbrough Middle School
3900 North Galloway Drive
Mesquite, TX 75150
Mesquite ISD

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Nominated by:

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Cohort #6

Video Submission:

<https://youtu.be/e7UZZINmBa0>

Dr. David Vroonland
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A handwritten signature in black ink, appearing to read "David Vroonland", written over the printed name and email address.

Kimbrough Middle School, Mesquite ISD

Kimbrough Middle School consists of 1350 students from diverse cultures and backgrounds. Our current demographics include: 45% Hispanic, 29% African American, 18% White, 2% Asian, 1% Pacific Islander, 5% Two or More Races and 1% American Indian. Mesquite is a suburb of Dallas, TX and yet Mesquite celebrates its own rich history with five high schools, nine middle schools, and 33 elementary schools. Kimbrough continues to carve out its own identity with a culture of **#KMSBETHEBEST** and **#SUCCESSFORTHENEXTSTEP**. Students and teachers show their commitment to our learning community and enthusiasm for serving our actual neighborhood throughout the year.

As we celebrate the 25th anniversary of KMS, we continually strive to build a standard that offers our students innovative and engaging learning opportunities, a culture of service, vision for the future, responsibility for each students' education, and compassion for one another. In a world of constant change, Kimbrough provides a source of stability for our students and community.

We are leading the way in creating new and exciting avenues to explore the world and seek opportunities for each student. We have embraced *The New Learning Standards llf (new learning standards should reflect realities of the digital era, where students are not just consumers of knowledge but creators of knowledge)*. Learning meaningful real-world experiences through robotics, First Lego League, a coding club facilitated by UTD college students, and the Perot Museum partnership creates unique learning experiences. Students demonstrate learning by using a variety of tools to interact with others as they produce a product or solution built from collective ideas.

Virtual and augmented reality impart a way to experience a world that helps our students synthesize and process information while challenging them to understand how they will impact the world and the future. We use Virtual Reality goggles to take students places they study.

We use a program called No Red Ink in English classes. The program creates stories based on individual student interests and gives each student the ability to pre-read and edit each story.

We promote *The New Digital Learning Environment 1.c (the potential of learning anywhere, anytime, "any path, any pace", must be embraced)*. By using Google Apps for Education which gives students access twenty-four seven and teaches them digital citizenship through discussion boards. The Math department creates teacher made videos to scaffold content through tiered instruction for students to review and study. Students have access to this information by using Google Classroom or saving the link by scanning the QR code.

Assessments for Learning III.d (assessments should be continuous and comprehensive using multiple tools, rubrics and processes) and III.g (assessment should reflect and encourage virtual learning and incorporate ways of recognizing its value) is in practice when students apply applications such as Flipgrid, Nearpod, Kahoot and Seesaw to bring lessons to life and to promote students use of higher order thinking and application of knowledge. In life skills classes, students battle independently and as a class by playing Prodigy which offers differentiation and the thrill of competition as it rewards students for each level of achievement. Teachers offer a variety of relevant choices at different instructional levels to address individual needs through the design of formative assessments and respond to

feedback by adjusting instruction accordingly. Transformation is evident in both teachers and students who possess a growth mindset and the ability to create while taking risks during genius hour projects. The Perot Museum Outreach program teaches 6th, 7th and 8th grade science students physics, the human body, and geology giving students the opportunity to understand each TEK in creative and innovative lessons. In one lesson students take part in the actual dissection of a cow eye. Visit History classes and go on a cruise to learn new content at each new port. Social studies students experienced the U.S. Constitution through a reenactment of its creation and created books to share knowledge of the people of the American Revolution.

Article V.b Organizational Transformation (the teacher's most important role is to be a designer of engaging experiences for students) can be evidenced in our professional learning communities establish an atmosphere for our teachers to collaborate as they challenge each other to seek new strategies that will capture the student's interest and passion for content and learning. With a commitment to grow everyone into lifelong learners, our leadership team and staff continue learning through various trainings. By sharing that knowledge we are building capacity among our staff and in turn our students.

We embody *Article VI.c A More Balanced and Reinvigorated State/Local Partnership (schools reflect the problems of the society from which students come)* in our daily culture. As a Title 1 campus whose homeless student population continues to grow, our students recently donated almost ten thousand items in two weeks for our Thanksgiving food drive. They made over 250 holiday cards for our local retirement home, spent a Saturday painting a senior citizen's fence, volunteered at both the Santa Fun Run and Sharing Life, and worked side by side with our custodians to help clean the cafeteria to show appreciation for their hard work. Girls in Action, the Helmsmen and Men and Women of Honor offer students a mentoring program to guide and develop our young people with a spirit for serving. We believe in developing the whole student to become a contributing successful citizen who has the possibility of changing the world.

In our common area we showcase our MISD Core Values board to celebrate achievements in Continuous Learning, People First, Cultivating Culture, and Commitment to Community. Many of our teachers are participating in the district's ETIP program (Excellence in Teaching Incentive Program) and bringing an even higher standard of teaching strategies to our school. Our district has established Read, Play, Talk and we affirm the literacy program by offering a Little Free Library set up on the front porch for students and community to get a book whenever needed. We distributed books to children at our Blue Wave celebration and have students who read to elementary students to enhance the love of reading.

We live by the creed: Success for the next step for every student no matter their path to college and/or career. Our students communicate ideas through conversations, presentations and global interactions using a variety of digital tools. Our students develop and seek answers to their own questions and take risks throughout the learning processes. We measure success in terms of growth of students not only through test scores but through their creativity, innovation, communication, collaboration, research, critical thinking, problem solving and decision making. Our students and teachers represent the Cougar Culture daily and are examples for our community. It is a great time to be a Kimbrough Cougar!