

# **Birdville Independent School District**

## **North Oaks Middle School**

### **Improvement Plan**

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# **Mission Statement**

**We will engage students in rigorous learning with a foundation of positive relationships and student responsibility.**

## **Vision**

**In order to achieve our mission, we function collectively as a professional learning Community focused on continuous improvement.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Oaks Middle School currently serves 580 students of which 38% are Hispanic, 10% Asian, 16% African American, and 32% are White. There are 17 identified as GT; 35 receive Special Education Services; and 327 are At-Risk. The mobility rate for the campus is 17% and the free and reduced lunch rate is 65%.

### Demographics Strengths

The following have been identified as demographics strengths:

- Diversity is a strength at North Oaks.
- Enrollment in CTE courses and high school credit courses has continued to be high with the addition of Gateway to Technology at all grade levels and the addition of virtual courses for high school endorsements.

# Student Learning

## Student Learning Summary

Our STAAR Reading scores have decreased or remained the same in 6th-8th grades over the last three years (not 2020 STAAR Data). Our STAAR writing scores decreased 3% from 2018 to 2019. 8th grade STAAR science scores remained the same from May of 2017 to May of 2018 to May 2019. The 8th grade STAAR Social Studies scores increase 5% from 2018 to 2019.

## Student Learning Strengths

8th grade Reading, 8th grade Social Studies, 8th grade Math, and 6th grade Math STAAR scores increased in 2019 over the previous year. Our band had 32 students make the All Birdville Band. Our Choir received a sweepstakes in all UIL competitions.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 6th grade STAAR reading scores have dropped over the last four years. 6th grade decreased from 63% approaches grade level in 2017 to 51% approaches grade level in 2019.

**Problem Statement 2:** Special Education students are scoring significantly lower than all other student groups.

**Problem Statement 3:** White students are scoring approximately 20% below their Academic Achievement Target in both Reading and Math.

## **School Processes & Programs**

### **School Processes & Programs Summary**

North Oaks administrators and teachers will create a culture of literacy by consistently utilizing the district reading and vocabulary strategies.

We will follow the continuous improvement rubric to increase the frequency which students and teachers are interacting with data and goal setting.

We will use CHAMPs as our behavioral management system.

We will utilize our PBIS committee to discuss concerns and make positive changes for student behavior.

We will set professional goals and student learning objectives based on the current campus data.

We have a campus focus on increasing rigor and relevance in all classrooms.

Our campus houses the PASS and TEAMS program for the district. The Positive Approach to Student Success (PASS) program is designed to serve students whose behaviors impede their learning or the learning of others. PASS is a comprehensive, multilevel program that incorporates Positive Behavior Support, research based practices & interventions, with the goal of maximizing student placement in mainstream settings where they have access to the general curriculum and interactions with peers. The Teaching for Emotional Academic and Motivational Success (TEAMS & TEAMS A-C) program focuses on the instructional and behavior management/social adjustment needs of those students who have become persistently disruptive of the educational process in spite of reasonable attempts in less restrictive settings, such as the PASS program, to help them learn behaviors appropriate for school. These students will require very high levels of structure and very systematic behavior management procedures with a concentration on learning to function positively in social situations requiring cooperation, compliance with rules and directions, and ability to control impulses.

### **School Processes & Programs Strengths**

We have campus wide CHAMPs and consequences for discipline management.

We utilize a common student PDSA, data tracking and goal setting forms for each classroom.

We have a campus wide focus on the Rigor & Relevance framework and will use a common walkthrough form when completing peer observations.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Special Education students are scoring significantly lower than all other student groups.

**Problem Statement 2:** Students in intervention classes have limited progress.

# Perceptions

## Perceptions Summary

Teachers believe that the administrators are supportive of the instructional programs and are focused on creating a positive culture.

According to OHI data, teachers believe that they are given autonomy in their jobs.

According to a parent survey, 85% of the parents want to continue with the weekly communication by Dr. Klaerner in the news letter. The other 15% of parents wanted to drop this to monthly communication.

## Perceptions Strengths

CORE value lessons focused on students learning and modeling empathy, responsibility, honesty, etc.

Teachers and students are given multiple opportunities to provide feedback on campus practices.

Parents receive weekly communication about events on campus and involvement opportunities.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Some of our teachers do not believe that students can master objectives at the desired level of rigor.



# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading between the beginning and end of year.

**HB3 Goal**

**Evaluation Data Sources:** Lexile levels

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement the district literacy plan through focus on established priorities.	
<p><b>Actions:</b> Train staff on literacy plan and reading strategies to support learning of all students.</p> <p>Conduct weekly walkthroughs to monitor implementation of reading and vocabulary strategies.</p> <p>Continued coaching and modeling through PLC.</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
<p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Academic Coach</p>	<b>Mar</b>
	<b>Summative</b>
<p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>June</b>
	<p><b>Problem Statements:</b> None</p>
	<p><b>Funding Sources:</b> None</p>

**Strategy 2:** Utilize professional learning communities to ensure collaboration around increasing rigor and relevance through responsive teaching and continuous improvement.

<p><b>Actions:</b> Train teachers on the Rigor/Relevance framework and Continuous Improvement.</p> <p>Monitor and provide feedback on implementation of rigor/relevance framework through walkthroughs and peer observations.</p> <p>Utilize common campus student data analysis forms and PDSAs in each classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Academic Coach</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	

**Strategy 3:** Implement personalized learning for all students.


<p><b>Actions:</b> Provide training for teachers on personalized learning.</p> <p>Utilize Canvas for all courses to further personalize learning for students.</p> <p>Provide feedback on personalized learning through walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Academic Coach</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	

**Strategy 4:** Implement district-wide comprehensive plan for secondary GT and advanced students to provide opportunities for rigorous learning beyond advanced coursework.

<p><b>Actions:</b> Train teachers on the Rigor/Relevance framework.</p> <p>Monitor and provide feedback on implementation of rigor/relevance framework through walkthroughs and peer observations.</p> <p>Create learning opportunities for GT students outside of the regular classroom setting.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Coach Assistant Principals</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

**HB3 Goal**

**Evaluation Data Sources:** None

**Summative Evaluation:** None

**Strategy 1:** Provide professional development that assists teachers in developing, implementing and progress monitoring student learning.

**Actions:** Train special education teachers to analyze data in collaboration with general education teachers.

Work with special education teachers to ensure that IEP goals are aligned with STAAR assessment specifications.

Track student performance to determine progress toward success on STAAR assessments.

**Staff Responsible for Monitoring:** Principal

Assistant Principals

Academic Coach

Special Education Department Chair

Special Education Coordinator

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Implement system-wide instructional practices for ELs.

<p><b>Actions:</b> Provide SIOP training for teachers.</p> <p>Model and provide feedback on the implementation of SIOP best practices through classroom visits and walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Academic Coach ESL Coach</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None                                      <b>Funding Sources:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Follow the comprehensive district plan to improve delivery of RtI services.

<p><b>Actions:</b> Continue to place students in academic intervention classes based on the RtI handbook and assessment results.</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Interventionists Academic Counselor Student Assistance Counselor</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6                      <b>Problem Statements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None                                      <b>Funding Sources:</b> Class size reduction teachers 211 - Title I \$165,000</p> <hr/> <p><b>ESF Levers:</b> None</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom

**Actions:** Provide professional development on Mission Statements, PDSA guidelines and student data tracking.

Continue to use campus-wide student form for goal setting, data tracking and personal PDSAs in each class.

Monitor use of PDSA in each classroom throughout the year.

**Staff Responsible for Monitoring:** Principal

Assistant Principals

Academic Coach

**Title I Schoolwide Elements:** 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

None

**ESF Levers:** None

**Additional Targeted Support Strategy**

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress





 Accomplished

 Continue/Modify

 Discontinue




**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.


<b>Strategy 1:</b> Implement and monitor the district-approved program that teaches social-emotional skills.	
<b>Actions:</b> Utilize the district RTI process and lessons from Overcoming Obstacles to mentor students throughout the year.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Student Assistance Counselor Academic Counselor	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

<b>Strategy 1:</b> Implement and monitor the district behavioral RtI plan	
<p><b>Actions:</b> Create and mentor student groups based on behavioral needs.</p> <p>Utilize the PBIS team to develop plans to help students with a behavioral RtI plan.</p> <p>Provide behavioral intervention to students through the use of different intervention groups.</p> <p><b>Staff Responsible for Monitoring:</b> Student Assistance Counselor Principal Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> None      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None      <b>Funding Sources:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) by 1% as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Strategy 1:** Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.

<p><b>Actions:</b> Purchase blue tooth headphones and complete drawings for prizes each six weeks for students with perfect attendance.</p> <p>Provide faculty attendance incentives throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p>	<b>Formative</b>
	<p><b>Nov</b></p> <p><b>Jan</b></p> <p><b>Mar</b></p>
<p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Attain a 10% annual increase on a school safety survey that is administered to students, staff, and parents.

**Evaluation Data Sources:** District safety survey of students, parents and staff

**Summative Evaluation:** None

**Strategy 1:** Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.

**Actions:** Use consistent CHAMPs and discipline throughout the campus.

Conduct frequent fire, severe weather, and lockdown drills.

Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management.

Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns.

Develop an appropriate and effective method for students, staff, and community to report safety concerns and personal threats.

Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.

Implement the Anonymous Alerts and Threat Assessment system.

**Staff Responsible for Monitoring:** Principal  
Counselors  
Assistant Principals

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**  
None

**ESF Levers:** None

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**





 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

<b>Strategy 1:</b> Implement the district-wide program that promotes an accident-free work environment.	
<b>Actions:</b> Provide safety training to the staff throughout the school year.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Nurse	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	


**Performance Objective 3:** The district will meet all compliance requirements for improvement planning.


<b>Strategy 1:</b> Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents.	
<b>Actions:</b> Host parent nights and parent conferences to deliver information.	<b>Formative</b>
Utilize the district approved scheduling program to help eighth grade students develop their high school course plan.	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Counselors	<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None	
<b>Strategy 2:</b> Follow the district-wide coordinated health program.	
<b>Actions:</b> Monitor the district wide health program.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Nurse	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	

**Strategy 3:** Provide services that align and support academic achievement and reduce the dropout rate for at-risk students that meet one or more of the fourteen state criteria.

<p><b>Actions:</b> Implement mentor program.</p> <p>Use consistent CHAMPs and discipline throughout the campus.</p> <p>Provide attendance incentives each six weeks for all students.</p> <p>Utilize backback program.</p> <p>Encourage participation in ASPIRE.</p> <p><b>Staff Responsible for Monitoring:</b> Student Assistance Counselor</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Comprehensive needs assessment survey was sent to all North Oaks Parents on May 11th, 2019. The campus leadership team also conducted a needs assessment on June 7, 2019.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Campus improvement plan was developed by:

Jennifer Klaerner- Principal

Susan Dean- Assistant Principal

Andrew Lawver- Assistant Principal

Pam Starnes- ELA Teacher

Eric Webb- Science Teacher

Wesley Poston- Spanish Teacher

Susan Shenko- Math Teacher

### **2.2: Regular monitoring and revision**

Revised 9/13/2019

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

The plan will be available on the campus and district websites in English.



## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Parent and Family Engagement Policy was distributed in English to parents at Open House on September 13, 2019, as well as by email on September 14th, 2019.

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Parents:

Charlie Blackhawk

Angli Correa

Daniel Govea

Matthew Hale

Amy Exter

Melissa Schellinger

Yuridia Ott

Michelle Smith

Steve Prachaska

Brianna Radell

Cody Brayman

Kodi Crutcher

Susan Lugo

Xzaviar Brown

Max Gandara

Candya Adams Mercado

Barbara Razo

Maria Tovar

Evonne Jones

Administrators:

Jennifer Klaerner, Principal

Andrew Lawver, Assistant Principal

Susan Dean, Assistant Principal

Other Campus and District Staff:

Marla Hays, Counselor

# Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Class size reduction teachers		\$165,000.00
<b>Sub-Total</b>					\$165,000.00
<b>Budgeted Fund Source Amount</b>					\$167,642.00
<b>+/- Difference</b>					\$2,642.00
<b>Grand Total</b>					\$165,000.00

# Addendums