

**Birdville Independent School District**  
**North Oaks Middle School**  
**2021-2022 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ethnicity- Hispanic- 40%, White- 26%, African American- 20%, Asian- 9%, Two or more races- 4% Gender- 57% Males, 43% Females

Enrollment has remained approximately the same number of students. We have seen an increase in Hispanic population and a slight decrease in White students.

GT- 31, Dyslexia- 76, 504- 85, EL- 107, SPED- 53 These categories are proportionally represented by different ethnicity and gender groups.

61% of our students are at risk. The majority of these students have failed State Testing or core classes.

### Demographics Strengths

Strengths associated with our demographics are a strong sense of loyalty, and an appreciation for relationships and looking out for one another. Students often perform better in the classrooms where they feel valued and feel like they are being treated fairly. A lot of our students are bilingual or hear and understand another language spoken at home. Our students tend to accept others who are different from them. Our EL monitor students do well.

# Student Learning

## Student Learning Summary

This was a really difficult year and our State Assessment Data was low in all areas. Our Algebra students who were face to face did well.

ELA- 52% at approaches grade level or above on 2021 STAAR assessments

Math- 55% at approaches grade level or above on 2021 STAAR assessments

Science- 51% at approaches grade level or above on 2021 STAAR assessments

Social Studies- 44% at approaches grade level or above on 2021 STAAR assessments

## Student Learning Strengths

Despite the challenges this year, students continued to work hard and see academic growth on Interim assessments.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 North Oaks Middle School met the target with a TELPAS progress rate of **36%**. In 2020-2021 North Oaks Middle School again met the target with a TELPAS progress rate of **42%**. In comparing the progress rate from 2019 and 2021, North Oaks Middle School demonstrated a **6% point increase** in students' English Language Proficiency Status.

# School Processes & Programs

## School Processes & Programs Summary

The PLC process was altered this year due to Covid restrictions, but they still function well as a group to focus on instruction. Next year, we will go back to the PLC process and keep that focus at the forefront. The team has worked better this year; there could be more accountability within the department. PLC is effective in teaching new tech strategies and many resources. We need PLC time to implement and more time to analyze data. The PLC process is an area of growth. This is used as a time to share and collaborate. This year we will have more structure and intentionality in terms of norms, lesson plans, intervention, small groups and data tracking. Effectiveness varies from group to group.

We have a CBA Analysis protocol that is used during PLC to go over common assessment data.

## School Processes & Programs Strengths

Tier I strategies are used in class. For students who continue to struggle, intervention classes are used to help students catch up, in addition to Edgenuity and other online resources.

Discipline referrals are 1/10th of what they were last year. Teachers are doing a great job implementing CHAMPS consistently and the Assistant Principals have been very fair and consistent with discipline.

Attendance rates have improved slightly over the last 3-5 years. Tardies have drastically decreased this year, but they continue to be a concern, and the Administrators are looking for the best solutions. Tyler Pulse is used to track Tardies and Skyward is used to track absences. We utilize our attendance clerk and truancy officer to work with students who have excessive absences.

Instruction is top notch. Grades are a concern because sometimes the number does not represent the learning. CHAMPS is a strength, but new teachers need training on how to implement it. PGSLO, PDSA and SMART goals is a growth area. There is a great balance of autonomy and guidance. The needs of students are always a primary focus.

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

Staff and student climate is better than in previous years. Students appreciate the school. There are disagreements and hard relationships that all teens have, but students know that teachers have their back. Staff would describe the school as safe where we take care of each other and make kids better. A safe place where teachers and admin care about students. Students enjoy the extracurriculars. The staff is like a family and support each other. Students and staff feel cared for and heard: "the most positive and nurturing climate that I have ever experienced."

# 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 and mathematics literacy between the beginning and end of year.

## HB3 Goal

**Evaluation Data Sources:** Secondary: Lexile levels

Secondary: Renaissance STAR Assessments (grades 6-12, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interims reading/ELA and mathematics (grades 6-8, E1, E2 and Algebra)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district literacy plan through focus on established priorities.</p> <p><b>Actions:</b> Train staff on literacy plan and reading strategies to support learning of all students. Conduct weekly walkthroughs to monitor implementation of reading and vocabulary strategies. Continued coaching and modeling through PLC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize professional learning communities to ensure collaboration around increasing rigor and relevance through responsive teaching and continuous improvement.</p> <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>Train teachers in the use of Learning Expectations Rubric, specifically interacting with the learning standards and utilizing data to inform lesson design.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement personalized learning for all students.</p> <p><b>Actions:</b> Provide training for teachers on personalized learning. Provide feedback on personalized learning through walkthroughs. Teachers provide personalized learning opportunities based on student data. Students track, monitor and set personal goals based on data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement district-wide comprehensive plan for secondary GT and advanced students to provide opportunities for rigorous learning beyond advanced coursework.</p> <p><b>Actions:</b> Continue to utilize the Rigor/Relevance framework to increase depth and complexity for advanced learners. Monitor and provide feedback on implementation of rigor/relevance framework through walkthroughs and peer observations. Create learning opportunities for GT students outside of the regular classroom setting.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				



**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 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

- a) Meet all progress monitoring targets in reading for all student groups as measured by a district approved monitoring instrument.
- b) Meet all progress monitoring targets in mathematics for all student groups as measured by a district approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development for teachers on developing, implementing, and monitoring student learning progress.</p> <p><b>Actions:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Academic Coach Special Education Department Chair Special Education Coordinator and Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement system-wide instructional practices for Emergent Bilingual students.</p> <p><b>Actions:</b> Provide training for teachers on best instructional practices for EB students. Model and provide feedback on the implementation of best practices through classroom visits and walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Coach, ESL Coach</p> <p><b>Funding Sources:</b> ESL - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Follow the comprehensive district plan to improve delivery of RtI services</p> <p><b>Actions:</b> Continue to place students in academic intervention classes based on the RtI handbook and assessment results.</p> <p>Provide Accelerated Instruction for students who did not pass STAAR assessments in the Spring of 2021.</p> <p>Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$27,544, Instructional Resources - 211 - Title I - \$2,077, Personnel - 211 - Title I - \$101,596, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.</p> <p><b>Actions:</b> Provide professional development on Mission Statements, PDSA guidelines and student data tracking.</p> <p>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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 3:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.





**Evaluation Data Sources:** Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor the district-approved program that teaches social-emotional skills.</p> <p><b>Actions:</b> Utilize the district RtI process and lessons from Character Strong to mentor students throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





**Evaluation Data Sources:** Behavioral RtI data records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor the district behavioral RtI plan.</p> <p><b>Actions:</b> Create and mentor student groups based on behavioral needs. Meet as grade level teams to develop plans to help students with behavioral RtI. Provide behavioral intervention to students through the use of different intervention groups.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** Overall district ADA as per Summer PEIMS submission





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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> <p><b>Actions:</b> Utilize attendance officer to check on truant students.</p> <p>Purchase Bluetooth headphones and complete drawings for prizes each six weeks for students with outstanding attendance.</p> <p>Provide faculty attendance incentives throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  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 in results on a school safety survey that is administered to students, staff, and parents.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and wellbeing.</p> <p><b>Actions:</b> 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.            Utilize Navigate 360 to streamline safety protocols.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

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

**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%.

**Evaluation Data Sources:** Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> Provide safety training to the staff throughout the school year.</p> <p>Report unsafe conditions to be corrected immediately.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for North Oaks Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 5.5**

**Brief Description of SCE Services and/or Programs**

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## Personnel for North Oaks Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bessie Witten Hayley	Intervention Lab EA	1
Carmen Rosalez	ESL Teacher	0.5
Corayma Alvarado	Intervention Lab EA	1
Dawn Domasig	Reading Intervention	1
Lisa Bradley	Student Assistance Counselor	1
Mohni Dadlani-Nelson	ESL EA	1



# **Title I Schoolwide Elements**

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

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

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

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

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

The Campus Improvement Plan was developed through the input and involvement of the following:

**Parents:**

**Shari Poston**

Community Members:

Dusty Simmons, Thomas Hutchison

Teachers:

Megan Wetz, Courtney Elliott, Katherine Brown, Gina Chance, Meredith Bolton, John Garcia

Administrators:

Jennifer Klaerner, Travis Irish, Gina Locke

Other Campus and District Staff:

Ali Griffin, Lisa Bradley

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

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

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

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 53% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model

- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

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

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

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

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

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

The following family engagement activities are planned for 2021-22:

- August 12- 6th grade round up
- September 9- Meet the teacher
- October 29- Fall Festival

Additional dates will be added as they are scheduled.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gina Chance	Teacher	Title I	1.0
Sidney Bailey	Teacher	Title I	0.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$0.00
1	2	2	ESL		\$0.00
1	2	3	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Instructional Resources		\$2,077.00
1	2	3	Personnel		\$101,596.00
<b>Sub-Total</b>					<b>\$103,673.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	ESSER Tutors		\$27,544.00
<b>Sub-Total</b>					<b>\$27,544.00</b>
<b>Grand Total</b>					<b>\$131,217.00</b>

# Addendums