

Birdville Independent School District
North Oaks Middle School
2024-2025 Campus Improvement Plan



Mission Statement

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

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Current Student Overview:

The student population is diverse, with a balanced gender distribution and representation from various ethnic and racial backgrounds. The student body is split 50%, 50% based on gender. Ethnically, the Hispanic-Latino students constitute the largest group at 47.85%, followed by White students at 33.39%. African-Americans constitute 23% of the population, while Asians represent 10% of the student body. The student body includes significant representation of students in special programs: 7.53% with Dyslexia, 7.14% in Gifted and Talented, and 14.21% in Special Education. Additionally, 26.41% are Emergent Bilingual students. The mobility rate of the campus is 19.3%. A population of 61% represent students who are at-risk, characterized by The Public Education Information Management System (PEIMS) data collected by the Texas Education Agency (TEA). The Title I Schoolwide Program supports a broad range of students as 73.3% are identified as Economically Disadvantaged and all learners benefit from the federal program. There is a strong commitment to utilizing Title funds and other resources to address the diverse needs of the school community.

Current Staff Overview:

The campus is home to 60 staff members. Among these, 91% are professional staff, a category that includes teachers, professional support staff, and school leadership. Teachers make up the largest group, comprising 70.8% of the staff. The teacher population reflects a mix of ethnic backgrounds, but there's room for improvement. Currently, African American teachers constitute 4.3% of our staff, while Hispanic teachers make up 16.4%. Both of these figures fall short of the district and state averages. Conversely, White teachers represent 69.2% of our staff, which is higher than the district average and significantly above the state average. There is also a modest representation of Asian teachers at 2.5% and a notable percentage of teachers identifying as Two or More Races at 7.6%. Gender distribution among teachers shows that 41.7% are male, which exceeds the district average, but is still lower than the state average. Female teachers make up 58.3% of the teaching staff. The credentials of the professional staff at North Oaks includes 71.2% who hold a Bachelor's degree, which aligns with district and state averages, 26.3% who have earned a Master's degree, and 2.5% who possess a Doctorate, which surpasses the district and state averages.

The North Oaks Middle School teachers have a range of experience levels. Beginning teachers make up 15.4% of the staff, which is higher than both the district and state averages. This suggests a significant influx of new educators, which we will address by enhancing our support and development programs. Teachers with 11 to 20 years of experience constitute 28.7% of our staff, matching district and state averages and reflecting a stable, experienced core. However, our staff with over 30 years of experience is relatively low at 1.3%, compared to district and state figures. This indicates a need to focus on retaining seasoned educators.

In addition to teachers, 14.9% of staff serve in professional support roles and 5.4% are campus administration. These roles are crucial for maintaining the smooth operation of our school and supporting both students and teachers. Currently, there is one full-time librarian and two full-time counselors. A staff that is representative of the student population, highly qualified, strategically placed increase will better support our students and align our campus with broader educational standards and increase student success.

Demographics Strengths

North Oaks Middle School demonstrates several notable demographic strengths based on recent performance data. Academic achievement across diverse groups, strong performance

in End-of-Course (EOC) exams, consistent performance in STAAR performance, effective support for economically disadvantaged students, and support for students served in special education.

First, the data reveal some academic achievement across diverse groups in reading and math proficiency. In reading proficiency, the school has achieved high performance rates with students across various ethnic groups generally meeting or exceeding grade-level expectations. Specifically, Hispanic and White students show strong performance in reading, with Hispanic students showing improvements, reaching 82% at Approaches Grade Level or Above in 7th grade reading in 2023. In 8th grade reading, African American and Hispanic students performed particularly well, with 83% of African American students and 85% of Hispanic students scoring at Approaches Grade Level or Above in 2023. In mathematics, the school has experienced improvements across various grade levels. For example, 7th grade mathematics saw 73% of Hispanic students achieving Approaches Grade Level or Above in 2023. Asian students also showed some mathematical success, achieving high performance rates in both Approaches and Meets Grade Level or Above categories.

Secondly, the campus has experience strong performance in Algebra I, End-of-Course (EOC) Exams, which is the only EOC tested at North Oaks, as it is a high school level course. The entire student body, regardless of demographic background, has shown exceptional performance in Algebra I, with 100% of all groups meeting or exceeding the Approaches Grade Level standard in both 2022 and 2023. High performance rates are consistent among different ethnic groups, including African American and Hispanic students.

Next, the school has shown consistent improvement in STAAR performance. To begin, at grade level performance, the overall percentage of students meeting or exceeding grade-level standards has shown improvement from 2022 to 2023. For instance, in 6th grade reading, performance increased from 70% to 77% at Approaches Grade Level or Above. In mathematics, the percentage of students meeting grade-level expectations has improved across multiple grades, indicating progress and suggests the broader use of effective instructional strategies. Students characterized as economically disadvantaged have seen improvements, particularly in reading. For instance, in 6th grade reading, economically disadvantaged students improved from 65% at Approaches Grade Level or Above in 2022 to 73% in 2023.

Finally, the data suggests increasing and effective support of students in special education. Their performance has shown positive trends. For example, 7th grade students with special education needs achieved 67% at Approaches Grade Level or Above in mathematics in 2023.

Overall, the strengths of the demographic data include high and improving performance, equity across demographics, and effective End-of-Course Results. Across most subjects and grades, North Oaks Middle School demonstrates strong and improving performance, particularly in reading and mathematics. The school has successfully supported various student groups, including Hispanic, African American, and economically disadvantaged students, showcasing equitable academic progress. Consistently high performance in Algebra I reflects effective preparation and support across all demographic groups in this program. These strengths provide a solid foundation for further enhancing educational outcomes and addressing areas needing improvement in the campus improvement plan.

While, the campus celebrates the strengths of the data, there is a glaring recognition of areas of improvement. Recognizing that "Approaching Grade Level" is passing, but not indicative of a students grade level performance is one. The campus endeavors to increase the percentages and number of students who meet and master grade level standards. Additionally, although diverse groups of students are experiencing growth, gaps between and among learners persist and must be addressed. There is also an increasing number of emergent bilingual students who speak a variety of native languages and must be support in their acquisition of learning the English language while concurrently aiming to approach, met, and master grade level standards.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Emergent bilinguals struggle with performance gaps, particularly in Reading and Mathematics. For example, only 17% of EB/EL students in 8th grade met grade level expectations in Mathematics in 2023. **Root Cause:** English Learners may struggle with academic content due to limited proficiency in English, affecting their performance in reading, writing, and other subjects. Moreover, there may be inadequate or lack of fidelity to support programs or strategies to assist EB/EL students in acquiring academic English proficiency.

Problem Statement 2: Students who are economically disadvantaged consistently show lower performance levels compared to their peers. For instance, only 23% of economically disadvantaged 6th graders met grade level expectations in Reading and Mathematics combined in 2023, compared to 35% of non-economically disadvantaged students. **Root Cause:** Economically disadvantaged students face barriers such as limited access to after-school tutoring, enrichment programs, and educational materials. Additionally,

socioeconomic factors, including unstable housing and a lack of a supportive study environment, can negatively impact their academic performance and access to necessary support at home.

Student Learning

Student Learning Summary

STAAR performance data from the most recent TEA (TAPR, 2023) presented both, areas of growth and areas requiring improvement. The school serves a diverse student body, with notable disparities in performance among different demographic groups. Strengths in student learning were assessed in reading, math, science, and social studies. First in reading, Grade 6 Reading experienced significant improvements in the percentage of students meeting and exceeding grade level expectations, rising from 66% to 74% at the "Approaches Grade Level or Above" standard. Grade 7 Reading: High performance with 83% of students meeting or exceeding grade level standards. Grade 8 Reading: Consistent performance with 83% of students meeting or exceeding grade level standards, maintaining steady results from 2022. Next, in mathematics, End of Course Algebra I: 100% of students meeting grade level expectations, a remarkable achievement, and Grade 6 Mathematics: Improvement in students meeting grade level standards from 60% to 78%. Finally, in Science and Social Studies: Grade 8 Science: Maintained performance with 74% of students meeting or exceeding grade level standards. Grade 8 Social Studies: Positive results with 78% of students meeting grade level expectations, showing consistent performance.

Even so, areas for improvement were also identified from the 2023 TAPR. Disparities in performance exist and should be addressed. In Grade 6 Reading, performance gaps persist between demographic groups. For instance, African American students had a lower percentage (72%) compared to their White (80%) and Asian (69%) peers. In Grade 7 Mathematics, lower performance among Hispanic students (58%) compared to White (78%) and Asian (59%) students persists, highlighting a need for targeted interventions. Another concern includes the percentage among and disparity between groups who meet and master standards. For example, in Grade 7 Mathematics there are low percentages of students meeting or exceeding grade level standards, especially among Hispanic (24%) and African American (37%) students. In Grade 8 Mathematics, low performance is present, as only 46% of the students are meeting grade level standards. Additionally, English Language Learners (EB/EL) show lower performance across subjects. For example, in Grade 6 Reading, only 38% of EB/EL students met the standard compared to higher percentages in the general population. Finally, the campus has an opportunity to improve the learning experience for students who are in Special Education and identified as Economically Disadvantaged Students. Students with special needs show lower performance levels. For example, in Grade 6 Reading, only 71% of Special Education students met the standard. Students who are Economically disadvantaged having Performance lagging performance compared to their non-economically disadvantaged peers across all subjects, particularly in Mathematics and Science.

Data representing performance from the most recent STAAR tests and EOCs (Spring 2024) were also reviewed by grade level and content area. The following highlights strengths and areas for improvement across Reading Language Arts, Mathematics, Science, and Social Studies. Areas are noted in Algebra I EOC, 8th Grade Reading. Reading Language Arts (RLA), 7th Grade RLA, and social studies. For example, 100% of students taking the Algebra I EOC met the minimum standard, 82% meeting grade-level standards, and 42% achieved mastery. In Grade 8 Reading Language Arts a high percentage of students meet the minimum standard (93%) and achieved mastery (27%). For Grade 7 Reading Language Arts a strong performance was rendered with 80% of students meeting the minimum standard and 36% achieving mastery. Finally, in 8th grade social studies, a moderate percentage of students meet the minimum standard (66%).

Conversely, areas of improvement exist with special education and EB students. SPED and newcomers showed significantly lower performance across all grades and subjects. These students show minimal progress, necessitating targeted interventions and substantial support. In mathematics, students showed promising statistics in the area of meeting the minimum standards. Therefore, mathematics mastery across all grade levels exists as an area of improvement. Simply meeting the minimum standards will not remain sufficient for all students, as Grade 6 has only 4% mastering the standard, and Grade 8 has 3%. The same is true for Grade 8 Science where low percentages in meeting grade-level standards (44%) and achieving mastery (4%) were evident. Finally, Grade 6 and 7 RLA exhibited high percentages of students meeting the minimum standard. Again, improvements are needed in the percentages meeting grade-level standards and achieving mastery.

The Student Learning Summary reveals that 65% of the 1,161 STAAR tests were at the Approaches Grade Level (GL) standard or above, with 37% meeting GL, and 15% mastering GL. RLA was the strongest subject, with 76% approaching GL or above. Mathematics, Science, and Social Studies showed weaker performance. Asian and highly mobile students showed improvement, while economically disadvantaged and special education students struggled, particularly in Mathematics and Science.

The analysis of STAAR performance data at North Oaks Middle School shows that 65% of all tests administered met the Approaches Grade Level (GL) standard or above, with 37% of students meeting and 15% mastering the GL standard. Reading/Language Arts (RLA) emerged as the strongest subject, with 76% of students reaching the Approaches GL standard or higher. However, performance in Mathematics, Science, and Social Studies was lower, particularly in mastery levels. Conversely, economically disadvantaged and special education students displayed lower achievement across all subjects, particularly in Mathematics and Science. Additionally, White and Asian students should be in need of an upward trend in growth across content areas. These findings highlight a need for a focus on improving meeting standards and targeted interventions in these areas and student groups to enhance overall academic performance at North Oaks Middle School.

This summary will guide our campus improvement efforts, focusing on strengthening support in Mathematics, Science, and Social Studies while continuing to build on the successes in RLA.

Student Learning Strengths

The North Oaks student learning strengths include reading across all grade levels, Algebra I EOC, 6th grade math, and 8th grade science and social studies. Grade 6 Reading showed notable improvement in students meeting and exceeding grade level expectations, increasing from 66% to 74% at the "Approaches Grade Level or Above" standard. Seventh graders exhibited high performance in reading with 83% of students meeting or exceeding grade level standards. While 8th grade readers also performed with 83% of students meeting or exceeding grade level standards. For the Algebra I EOC, students showed outstanding achievement with 100% of students meeting grade level expectations, 82% meeting grade-level standards, and 42% achieving mastery. Grade 6 Mathematics improved to 78% of students meeting grade level standards, up from 60%. Grade 8 Science maintained performance with 74% of students meeting or exceeding grade level standards. And, even though there is room for growth, Grade 8 Social Studies put forth a positive result with 78% of students meeting grade level expectations. This summary reflects the strong areas in student performance across various subjects and grades, highlighting where the school is excelling.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts. **Root Cause:** Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.

Problem Statement 2 (Prioritized): English Language Learners show significantly lower performance compared to their peers, particularly in Grade 6 Reading, where only 38% meet the standard. **Root Cause:** Insufficient language support and resources for English Language Learners contribute to their lower performance, particularly in reading and other core subjects.

Problem Statement 3: Mastery rates are notably low, with only 4% of students mastering the standard in Grade 6 Mathematics, 3% in Grade 8 Mathematics, and 4% in Grade 8 Science. Additionally, students in Special Education and Economically Disadvantaged categories exhibit significantly lower performance levels. **Root Cause:** The low mastery rates in Mathematics and Science indicate potential issues with curriculum alignment, instructional strategies, and the need for more effective teaching practices to address gaps in student understanding and skills.

Problem Statement 4: Although Grade 8 Social Studies shows some positive results, there is room for improvement in meeting grade-level standards and achieving higher levels of mastery. **Root Cause:** While there are positive results, there is a need for more targeted strategies to improve student performance in Social Studies, focusing on both meeting and mastering grade-level standards.

School Processes & Programs

School Processes & Programs Summary

North Oaks Middle School offers a range of academic, extracurricular, and support programs designed to aid in and promote student learning and development. Academic Programs include a district provided core curriculum in Mathematics, Science, Reading Language Arts, and Social Studies that form the foundation of the middle school curriculum. The school provides instruction that aligns with state standards and aims to prepare students for high school. Additionally, as of the Fall 2023 semester, the student programs at North Oaks reflect a diverse range of services and supports designed to meet the varied needs of our student body. Dyslexia Support: We have 53 students, making up 11.32% of the student population, receiving specialized dyslexia services, accommodations or monitoring. Gifted and Talented: 26 students, or 5.56% of the student body, are enrolled in the Gifted and Talented program, providing them with advanced learning opportunities, such as Honors and Honors Plus. Special Education (SPED): There are 69 students, representing 14.74% of the total, who receive tailored support through our Special Education services. The campus houses one of three middle school PASS Programs, which includes a students with a range of behavioral needs. Section 504: 33 students, or 7.05%, are supported under Section 504, which ensures accommodations for those with disabilities - temporary or permanent. Emergent Bilingual (EB) and ESL: A significant portion of our student body, 118 students (25.21%), are classified as Emergent Bilingual or participate in English as a Second Language (ESL) programs. This reflects a strong focus on supporting students who are developing their English language skills. Finally, 73% of North Oaks Students are considered Economically Disadvantaged as determined by the number of students who qualify for the Federal free and Reduced Lunch Program. Being over the 40% threshold criteria for qualification, this earns the campus a designation of Title I. As a result, every student in the school benefits from the Title I Program. This comprehensive approach ensures that every student benefits from Title I resources and support, enhancing their overall educational experience. In summary, our school offers a robust array of programs to support students with diverse needs, including special education, dyslexia services, and language acquisition programs. The full implementation of the Title I Schoolwide Program highlights our commitment to providing equitable educational opportunities for all students.

Extracurricular Programs, including clubs and organizations, sports and athletics, and fine arts provides students with opportunities to excel outside of the classroom. Clubs and organizations like Student Council, National Junior Honor Society, Yearbook Club, Camp Connect, as well as a few interest-based clubs provide students with opportunities to develop leadership skills, engage in community service, and explore personal interests. Meanwhile, sports and athletics includes sports such as basketball, football, track and field, volleyball, and others, depending on the season and available facilities. Fine Arts includes music, theater, and visual arts allow students to explore their artistic talents in band, choir, art, and theater.

Student Support Services include guidance and crisis intervention counseling services to provide support for academic planning, career exploration, conflict resolution, and personal counseling. Students also receive tutoring from their teachers before and after school. Through the Student Code of Conduct and campus-wide PBIS, clear guidelines and expectations are delineated for student behavior to maintain a positive and respectful learning environment. Moreover, students participate in Character Strong, social-emotional learning, twenty minutes per week.

Parent and community involvement and communication are limited and few strategies, programs, and processes exist. The campus does not currently have an active PTA or volunteer presence to encourage parents and community members to participate in school activities and support student success. Nor, does the campus outline a plan for community and family engagement, despite Title I funds to increase participation in these areas.

The PLC process is also in need of strengthening.

School Processes & Programs Strengths

North Oaks Middle School offers a comprehensive suite of academic, extracurricular, and support programs designed to foster student learning and development across various needs and interests. The school provides a district-aligned core curriculum in Mathematics, Science, Reading Language Arts, and Social Studies, ensuring that instruction meets state standards and prepares students for high school. A variety of clubs and organizations, such as Student Council, National Junior Honor Society, Yearbook Club, and Camp Connect,

provide students with opportunities to develop leadership skills, engage in community service, and explore personal interests. The school offers a range of sports, including basketball, football, track and field, and volleyball, depending on the season and available facilities. Students have opportunities to explore artistic talents through band, choir, art, and theater, supporting their creative development. The school provides guidance and crisis intervention counseling for academic planning, career exploration, conflict resolution, and personal support. The Student Code of Conduct and campus-wide PBIS ensure clear guidelines and expectations for behavior, while the Character Strong program offers social-emotional learning for 20 minutes each week. Overall, North Oaks Middle School demonstrates a strong commitment to supporting a diverse student body through its range of academic, extracurricular, and support programs. Enhancing community involvement and PLC processes will further contribute to the school's ongoing efforts to improve student outcomes and engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause:** The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

Problem Statement 2: The campus currently lacks an active PTA or volunteer presence, and there is no strategic plan for increasing community and family engagement despite receiving Title I funds intended to enhance these areas. **Root Cause:** The school may not have effective communication channels or outreach strategies to actively engage parents and community members. Additionally, parents and community members might not be fully aware of the resources and opportunities available through the Title I program.

Problem Statement 3: Although student support services, including guidance counseling and tutoring, are available, there is a need for more targeted and comprehensive support to address diverse student needs effectively. **Root Cause:** There may be insufficient resources to provide comprehensive and individualized support for all students. Also, support services may be fragmented and lack coordination, leading to gaps in addressing students' needs.

Problem Statement 4: Although the school provides various academic support programs, disparities exist in the effectiveness and accessibility of these programs for different student groups, particularly for those in special education and economically disadvantaged backgrounds. **Root Cause:** There may be a lack of ongoing monitoring and adjustment of support programs to ensure they are meeting the diverse needs of all student groups.

Perceptions

Perceptions Summary

The 2023-2024 Student Safety Survey, in which 62% of the student body responded, revealed perspectives of the student experience on several topics. Overall, the data reflects a generally supportive and connected student body, but also highlights areas where additional efforts could help those who may feel less connected. Eighty-nine (89%) of students report having a trusting relationship with a least one other student, while 3.4% and 6.8% of students didn't have a trusting relationship, or weren't sure. The data also shows a strong engagement in athletics and fine arts programs, suggesting these areas are well-supported and popular among the respondents. Many students are involved in multiple activities, indicating a diverse range of interests and commitments. The presence of a substantial number of respondents not involved in extracurricular activities presents an opportunity for schools or organizations to promote and facilitate greater participation in such activities. Overall,

The majority of respondents (around 70%) consider the campus to be safe and orderly. A significant portion of respondents (about 25%) are unsure about the campus safety and orderliness, indicating some uncertainty or variability in experiences or perceptions. A smaller percentage (about 5%) do not consider the campus to be safe and orderly. The predominant view among respondents is that the campus is perceived as safe and orderly. However, there is a notable level of uncertainty among many, which suggests that while most people feel positive about campus safety and order, there are still concerns or ambiguities that need to be addressed. The small percentage of negative responses highlights that there might be specific areas where improvements could be beneficial. Addressing the uncertainties and concerns could further enhance the overall perception of safety and orderliness on campus. Students also reported their understanding of a PBIS program although, both student and teacher behaviors do not always reflect its use and new teachers and staff had not been trained.

The annual parent survey included 37 parents who indicated they felt their kids were safe at school. The number of respondents would indicate a need for more parent involvement, education, and understanding of the instructional processes and procedures. Parents requested more supervision in the drop off line, more communication, and more education for the students on conflict resolution.

Teacher's indicated the need for students being held more accountable.

Perceptions Strengths

Perceptual Survey data reveals several strengths at North Oaks Middle School. Trusting Relationships Among Students, Engagement in Extracurricular Activities, Engagement in Extracurricular Activities, Positive Perception of Campus Safety and Orderliness, Parental Perception of Student Safety, and Understanding of PBIS Program. Students report trusting relationships among each other. A high percentage of students (89%) report having a trusting relationship with at least one other student. This indicates a supportive and connected student body with a strong sense of peer support. Secondly, engagement in extracurricular activities is also a strength. There is strong engagement in athletics and fine arts programs, reflecting their popularity and support among students. The involvement in multiple activities shows diverse interests and commitments, suggesting effective programs and opportunities in these areas. Moreover, positive perceptions of campus safety and orderliness was reported. Approximately 70% of students consider the campus to be safe and orderly. The majority of students have a positive perception of campus safety, indicating that the campus is generally perceived as a secure and well-managed environment. Even so, variability in perceptions can undermine overall confidence in campus safety, indicating a need for more uniform practices and clearer communication about safety measures.

Parental perception of student safety was also reported to be high from the small sample size of parents completing the surveyed. All parents surveyed indicated that they felt their children were safe at school suggesting that, from a parental perspective, there is a strong sense of security regarding student safety. Insufficient parent participation can lead to missed opportunities for feedback and collaboration in supporting student success and safety. Finally, an understanding of PBIS Program was reported by the students implicating there is awareness of the program among students, indicating that the program's goals and principles are communicated effectively, even if full implementation may need improvement. Without full implementation, the PBIS program may not be as effective in shaping student behavior and fostering a positive school culture.

Overall, North Oaks Middle School shows notable strengths in fostering trusting relationships among students, engaging them in extracurricular activities, and maintaining a generally positive perception of campus safety and orderliness. Parent feedback also supports the notion of student safety, and there is awareness of the PBIS program among students. These

strengths highlight areas where the school is successfully supporting student experience and engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. **Root Cause:** The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

Problem Statement 2: Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking. **Root Cause:** Awareness of the PBIS program is not fully translated into consistent practice, possibly due to inadequate training for new staff or inconsistent application across the school.

Problem Statement 3: About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences. **Root Cause:** The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.

Priority Problem Statements

Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement.

Root Cause 1: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: English Language Learners show significantly lower performance compared to their peers, particularly in Grade 6 Reading, where only 38% meet the standard.

Root Cause 2: Insufficient language support and resources for English Language Learners contribute to their lower performance, particularly in reading and other core subjects.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts.

Root Cause 3: Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication.

Root Cause 4: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

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: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and State Interim Assessments for EOC tested subjects Alignment to Strategic Plan,

Strategy 1 Details
<p>Strategy 1: Strengthen the PLC process to support the instructional delivery system and provide teachers with job embedded coaching and learning that will positively impact learning outcomes for all students.</p> <p>Actions: a. Teacher will meet daily in the PLC office with the Instructional Facilitator and the administrator responsible for the T-TESS appraisal of the department. The Instructional Facilitator (IF) will provide a weekly plan for the meetings using the PLC tools. As well, the IF will adjust the activities, contingent upon the needs of students as teachers matriculate through the instructional delivery system.</p> <p>b. Content coordinators will deliver Curriculum Previews during the PLC prior to each grading period and follow-up throughout the year to support on-going learning.</p> <p>c. Teachers are required to use AWARE for all Common Assessments. Teachers will plan, improve, and analyze the data from assessments in the PLC.</p> <p>d. Teachers will use, analyze, respond to, and store the Data Analysis Protocol with fidelity</p> <p>e. District content coordinators and other district teaching and learning staff will visit PLCs to train and support teachers toward strengthening the learning of subgroups (Multi-lingual Services, Data office, etc.)</p> <p>f. Edit and adhere to campus Instructional Coherency documents for each core content area with a focus on district "look fors" outlined in each curriculum document.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Facilitator</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$230,982</p>

Strategy 2 Details

Strategy 2: Improve (or create), and monitor the implementation and effectiveness of instructional support systems designed to expand student learning outcomes for all students by increasing the instructional prowess of teachers.

- Actions:**
- a. Campus administration will articulate the use of the district academic MTSS system to monitor and improve learning for targeted students and sub-groups, to include regular intervals for progress monitoring.
 - b. Campus administration will create and use a weekly walkthrough system and provide teachers with snapshots of the campus learning culture to discuss during PLCs and make improvements. This will be separate from T-TESS Walkthroughs
 - c. Campus administrators and teacher leaders will create and monitor the implementation of a more systemic tutorial system for targeted students and subgroups.
 - d. Campus administrators and teacher leaders will explore the use of a teaching and instructional strategy training for teachers (i.e., Kaagan, book study, training relative to teaching and learning)
 - e. The Instructional Facilitator, with the support of the Data and Assessment office, will train teachers on the use of data collection and analysis software tools (STAR Renaissance, Eduphoria/AWARE, etc.) to monitor student progress and make instructional decisions based on the data with emphasis on subpopulations targeted for improvement.

Staff Responsible for Monitoring: Administrators, Instructional Facilitator

Title I:

2.4

- Targeted Support Strategy

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: Instructional Facilitator - 255 - Title II - \$76,531

Strategy 3 Details

Strategy 3: Create and implement a system of support for subgroups making minimal progress as measured by the "Closing the Gaps" model (i.e., Emergent Bilinguals)

Actions: a. Identify students in the white and Asian subgroups and ensure, through the PLC process, teachers are aware of their baseline data.

b. Use ODS focus groups, Aware monitor groups, and a Pertinent Data Sheet to track student progress.

c. Assign case managers to students in these groups who will also serve as family contacts.

d. Use the PLC process and feedback from instructional support systems to increase monitoring and improvement capacity.

e. Understand the cultural, emotional, and academic backgrounds of our students.

f. Explore the use of sheltered instructional strategies to support emergent bilinguals.

g. Host family engagement event(s) to train and support parents in their student's learning with the assistance of Multilingual Services and Phil Beckman's office.

Staff Responsible for Monitoring: Administrators, Instructional Facilitator

Title I:

2.4, 2.5, 2.6

- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Funding Sources: Tutoring - 211 - Title I - \$3,469

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts. **Root Cause:** Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.

Problem Statement 2: English Language Learners show significantly lower performance compared to their peers, particularly in Grade 6 Reading, where only 38% meet the standard. **Root Cause:** Insufficient language support and resources for English Language Learners contribute to their lower performance, particularly in reading and other core subjects.

School Processes & Programs

Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause:** The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

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: By the end of the school year, 100% of students will demonstrate improved behavioral and emotional outcomes through the implementation and continuous refinement of a comprehensive Positive Behavioral Interventions and Supports (PBIS) system. This system will be designed and maintained by teachers, involve all stakeholders, and integrate targeted programs and practices, resulting in a 25% decrease in behavioral incidents and a 20% increase in student engagement and satisfaction as measured by surveys and behavioral data.

Evaluation Data Sources: Focus (Referrals), Safe School Climate Surveys by Staff, Students, and Parents

Strategy 1 Details
<p>Strategy 1: Create a User-Friendly PBIS System while exploring the use of programs to strengthen its foundation.</p> <p>Actions: a. Collaborate with teachers to design a PBIS system that is practical and user-friendly. Ensure it includes clear behavioral expectations, rewards, and supports tailored to the needs of the students.</p> <p>b. Establish a feedback loop for ongoing input from teachers to refine and enhance the PBIS system throughout the school year.</p> <p>c. Involve students, parents, teachers, and other stakeholders in the development and implementation of the PBIS system through surveys, focus groups, and meetings to ensure their perspectives and needs are addressed.</p> <p>Staff Responsible for Monitoring: Counselors and Administrators</p> <p>Problem Statements: Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Implement programs that support the ongoing development and enhancement of student character and emotional development and well-being.</p> <p>Actions: a. Utilize Camp Connect as a platform for building community, fostering relationships, and reinforcing the PBIS system's behavioral expectations and core values.</p> <p>b. Implement the Strengths Explorer tool to help students identify their strengths and build on them, integrating these insights into their behavioral and academic goals.</p> <p>Staff Responsible for Monitoring: Counselors and Administrators</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>

Strategy 3 Details

Strategy 3: Hire and Utilize a part-time Crisis Intervention Counselor to support the needs of the campus.

Actions: Employ a .5 Campus Intervention Counselor (CIC) to provide targeted training for staff on PBIS implementation, trauma-informed practices, student individual and small group interventions, and other relevant support strategies.

Staff Responsible for Monitoring: Administrators, Title I Office

Title I:

2.4, 2.5, 2.6

Problem Statements: School Processes & Programs 1 - Perceptions 1

Funding Sources: Crisis Counselor - 211 - Title I - \$49,093

Strategy 4 Details

Strategy 4: Provide comprehensive training for teachers in areas that will bolster the social/emotional understanding of each stakeholder in the building and improve the overall culture.

Actions: a. Trauma-Informed Practices: To better support students with trauma backgrounds.

b. Conscious Discipline: To promote a safe and nurturing learning environment.

c. Reframing Behavior (CPI Network): To offer strategies for understanding and addressing student behavior effectively.

Problem Statements: School Processes & Programs 1

Strategy 5 Details

Strategy 5: Ascertain and synthesize core values and refine campus vision, mission, and beliefs.

Actions: a. Identify the core values of the staff and align these with the campus's core values. Incorporate these values into the PBIS system and all related practices to ensure a cohesive approach to student support.

b. Through staff meetings and discussions, refine the vision, mission, and beliefs of the campus

Staff Responsible for Monitoring: Counselors, Administrators, and Teachers

Problem Statements: School Processes & Programs 1

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause:** The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

Perceptions

Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. **Root Cause:** The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

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: By the end of the academic year, increase community and parent engagement by 30% through the implementation of targeted outreach programs and events, resulting in improved student outcomes as measured by a 15% increase in parent participation in school activities and a 10% increase in student academic performance and overall school satisfaction.

Evaluation Data Sources: Feedback Surveys, Increased Social Media Visits, Sign-In Sheets

Strategy 1 Details
<p>Strategy 1: Continue and create community partnerships with local churches, businesses, community organizations.</p> <p>Actions: a. Continue food program with The Hills Church b. Start a Youth in Action Program c. Explore partnerships to phase into involvement in upcoming years. d. Enter into discussion for future implementation of a TRiO Programs Talent Search grant.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators.</p> <p>Problem Statements: Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Begin a North Oaks Middle School PTA.</p> <p>Actions: a. Work with the BISD Council PTA President to phase in a North Oaks PTA Board and membership.</p> <p>Staff Responsible for Monitoring: Administrators and Counselors</p> <p>Problem Statements: Perceptions 1</p>
Strategy 3 Details
<p>Strategy 3: Increase family engagement and communication opportunities.</p> <p>Actions: a. Plan and execute monthly family engagement activities b. Principal's monthly coffee or evening chips and salsa events /town halls c. Improved Family Communication i. Weekly progress report from teacher ii. Weekly progress report from principal iii. Weekly parent newsletter</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Family Engagement - 211 - Title I - \$531</p>

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. Root Cause: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

Goal 2: 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
<p>Strategy 1: 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>Actions: a. Provide incentives to improve student attendance.</p> <p>b. Monitor student attendance and review progress in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance.</p> <p>c. Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues.</p> <p>d. Refine the campus attendance system and monitor through the attendance committee that will meet on regular intervals.</p> <p>Staff Responsible for Monitoring: Administrators and Attendance Officer</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts. Root Cause: Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.</p>
Perceptions
<p>Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. Root Cause: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.</p>

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Utilize the district's continuous improvement model (PDSA) and feedback mechanisms to gather baseline data on campus operations, in order to enhance the efficiency, effectiveness, and overall satisfaction of processes and departments across the campus.

Evaluation Data Sources: Survey data, PDSA, Evaluation of goal attainment.

Strategy 1 Details
<p>Strategy 1: Establish baseline data collection.</p> <p>Actions: a. Determine the key operational processes and departments to be assessed, such as student enrollment, classroom management, and administrative procedures.</p> <p>b. Create or adapt data collection tools such as surveys, checklists, and observation forms to gather baseline data on these processes.</p> <p>Staff Responsible for Monitoring: Administrators, Office Staff, Counselors</p> <p>Problem Statements: School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: Implement the PDSA Cycle to begin the evaluative process of determining the effectiveness and efficiency of the processes identified in Strategy 1.</p> <p>Actions: a. Clearly define the objectives and goals for each process or department to be improved and create detailed plans for data collection and analysis, including timelines and responsibilities.</p> <p>b. Implement the data collection tools and procedures to gather baseline data on current operations. Additionally, conduct pilot tests of the data collection methods in selected areas to refine processes before full implementation.</p> <p>c. Review and analyze the collected data to identify patterns, strengths, and areas for improvement. Share findings with relevant stakeholders and use them to assess the current state of efficiency, effectiveness, and satisfaction.</p> <p>d. Based on the analysis, develop action plans to address identified issues and enhance processes.</p> <p>e. Apply the proposed changes and monitor their impact on operational efficiency and satisfaction.</p> <p>Problem Statements: School Processes & Programs 1</p>

Strategy 3 Details

Strategy 3: Monitor and evaluate progress and use the feedback loop for continued improvement.

Actions: a. Schedule regular meetings with stakeholders to review progress on the implementation of improvements and to discuss any challenges or adjustments needed.

b. Use performance metrics to track the impact of changes on efficiency, effectiveness, and overall satisfaction.

c. Use ongoing feedback to make iterative adjustments to processes and ensure that improvements are responsive to the needs of the school community.

Staff Responsible for Monitoring: Administrators, Office Staff, Stakeholders

Problem Statements: School Processes & Programs 1

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause:** The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: By the end of the fall semester, review the master schedule and teacher certifications to balance class sizes and improve overall classroom efficiency and effectiveness, as measured by improved student performance metrics and optimal class distribution.

Evaluation Data Sources: Master schedule, class size

Strategy 1 Details
<p>Strategy 1: Determine certification capacity and goals of all teaching staff.</p> <p>Actions: a. Conduct a thorough assessment of teacher certifications and identify gaps in core content areas that can impact class balance and learning effectiveness.</p> <p>b. Use master scheduling to strategically assign teachers with specialized and multiple certifications to classes where their expertise can address specific student needs and improve overall class balance.</p> <p>c. Recruit and encourage teachers to increase certifications to benefit student improvement.</p> <p>Staff Responsible for Monitoring: Administrators, Professional Counselor</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts. Root Cause: Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.</p> <p>Problem Statement 2: English Language Learners show significantly lower performance compared to their peers, particularly in Grade 6 Reading, where only 38% meet the standard. Root Cause: Insufficient language support and resources for English Language Learners contribute to their lower performance, particularly in reading and other core subjects.</p>
School Processes & Programs
<p>Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. Root Cause: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.</p>

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

Performance Objective 1: By the end of the academic year, achieve 90% adherence to the PBIS (Positive Behavioral Interventions and Supports) program by ensuring consistent implementation and practice across the school, as evidenced by regular observations and feedback.

Evaluation Data Sources: PBIS Implementation Data: Use observation data, implementation audits, and staff feedback to measure adherence to the PBIS program and identify areas for improvement.

Strategy 1 Details
<p>Strategy 1: Provide comprehensive training for staff and students through implementation and evaluation phases.</p> <p>Actions: a. Provide regular, comprehensive training for all staff and students, including new hires, on the PBIS program to ensure consistent understanding and application.</p> <p>b. Offer periodic refresher courses and workshops to reinforce PBIS practices and address any inconsistencies in implementation.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: Monitor and support implementation of the PBIS Program.</p> <p>Actions: a. Conduct regular audits and observations to assess the consistency of PBIS implementation and identify areas needing additional support or adjustments.</p> <p>b. Create PBIS support teams or committees to assist with the ongoing implementation, address challenges, and provide feedback and guidance to staff.</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>
Strategy 3 Details
<p>Strategy 3: Enhance communication and feedback (PDSA) around the PBIS system for implementation with consistency and fidelity.</p> <p>Actions: a. Schedule regular check-ins with staff to discuss PBIS implementation progress, share successes, and address any concerns or challenges.</p> <p>b. Establish feedback channels for staff to share their experiences and suggestions related to PBIS implementation and support.</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. Root Cause: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.
Perceptions
Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. Root Cause: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

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

Performance Objective 2: By the end of the academic year, increase student perceptions of campus safety and orderliness by 30% through consistent enforcement of safety protocols and enhanced communication of safety procedures.

Evaluation Data Sources: Student Perception Surveys: Administer surveys to assess changes in student perceptions of safety and orderliness, and analyze the data to evaluate the effectiveness of safety protocols and communication efforts.

Strategy 1 Details
<p>Strategy 1: Administrators will ensure consistent enforcement of safety protocols.</p> <p>Actions: a. Review and reinforce campus safety and orderliness protocols, to include Safe Schools Training, with all staff to ensure consistent application across the school.</p> <p>b. Conduct regular safety audits and observations to monitor adherence to protocols and address any inconsistencies or issues.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Administrators, counselors, and teachers will enhance student awareness and communication regarding campus safety.</p> <p>Actions: a. Conduct safety education programs for students to increase their understanding of safety procedures and the importance of following them.</p> <p>b. Communicate regularly with students about safety protocols and any updates or changes to ensure they are aware and informed.</p> <p>Staff Responsible for Monitoring: Administrators,, Counselors</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>
Strategy 3 Details
<p>Strategy 3: Administrators, counselors, and teachers will address individual and group concerns on safety topics.</p> <p>Actions: a. Continue the use of Incident Reports, Anonymous Alerts, and Threat Assessments to promote feedback mechanisms for individual and group safety concerns.</p> <p>b. Address individual and group concerns related to safety promptly and effectively, and provide additional support or resources as needed.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, and Teachers</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. Root Cause: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.
Perceptions
Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. Root Cause: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

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

Performance Objective 3: By the end of the academic year, increase parent engagement by 40% through the implementation of targeted outreach and communication strategies, resulting in a more representative sample of parent feedback and improved school-community collaboration.

Evaluation Data Sources: Parent Engagement Metrics: Track participation rates in parent engagement events, survey response rates, sign-in sheets, and the number of new communication strategies implemented to measure the increase in parent engagement.

Strategy 1 Details
<p>Strategy 1: Enhance outreach and communication to increase stakeholder support of the teaching and learning environment.</p> <p>Actions: a. Develop and execute targeted communication campaigns using multiple channels such as emails, text messages, social media, and community events to reach a broader parent audience</p> <p>b. Organize regular, diverse parent engagement events such as workshops, informational sessions, and family nights to increase parent participation and involvement.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors</p> <p>Problem Statements: Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Improve survey participation to increase sample size and gain a more comprehensive view of safety among the school community.</p> <p>Actions: a. Simplify surveys by ensuring they are short, simple, and accessible, with clear instructions and multiple language options to increase completion rates.</p> <p>b. Send follow-up reminders and offer incentives for completing surveys to boost participation rates.</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. Root Cause: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.</p>

State Compensatory

Budget for North Oaks Middle School

Total SCE Funds: \$230,982.00

Total FTEs Funded by SCE: 3.44

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for North Oaks Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carmen Rosalez	Teacher	0.5
Jackin Johnson	Reading Intervention	0.65
James Snider	Teacher	0.29
Michelle Mitchell	Student Assistance Counselor	1
Mohni Dadlani-Nelson	Educational Assistant	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2023 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Administrators: Frankie Norris, Principal; Julie Bates, Assistant Principal; Todd Hayes, Assistant Principal

Instructional Facilitator: Carrie Growald

Counselors: Richard Pence, Professional Counselor; Melanie Mitchell, Crisis Intervention Counselor

Teachers: Megan Wetz, John Garcia, Alex Snider, Holley Hoskins, Courtney Elliott, and Sidney Bailey

Parent: Denise Ross

Community Members: Dusty Simmons & Jason Rogers

Other District Staff: Brian Allen & Jennifer Guataco

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, 59% 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 recognition, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of parents, teachers and administrators.

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.

4.2: Offer flexible number of parent involvement meetings

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum

- September 8- Meet the Teacher Night on campus
- December 15- Winter Festival
- March Discover Birdville Event at Birdville High School

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Hoyle-Gaston	Crisis Counselor	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE Campus Personnel		\$230,982.00
Sub-Total					\$230,982.00
Budgeted Fund Source Amount					\$230,982.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutoring		\$3,469.00
1	2	3	Crisis Counselor		\$49,093.00
1	3	3	Family Engagement		\$531.00
Sub-Total					\$53,093.00
Budgeted Fund Source Amount					\$53,093.00
+/- Difference					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Facilitator		\$76,531.00
Sub-Total					\$76,531.00
Budgeted Fund Source Amount					\$76,531.00
+/- Difference					\$0.00
Grand Total Budgeted					\$360,606.00
Grand Total Spent					\$360,606.00
+/- Difference					\$0.00