

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



Mission Statement

North Richland Middle School is committed to building a foundation of excellence in all students by fostering academic, social, and emotional success today, in order to create their future.

Vision

At NRMS, we will be the difference-makers in our students' futures.

Core Beliefs

1. We create an environment where students and parents feel cared about, valued, welcome, and have a sense of belonging.
2. We teach students to take risks, to be comfortable with the prospect of failure, to learn from their mistakes, and to not be discouraged by them.
3. We embrace new challenges as opportunities for growth.
4. We build strong relationships to foster social, emotional, and academic growth.
5. We treat all students with respect, regardless of race, religion, sexual orientation, disability, or economic status.
6. We achieve academic potential through a shared culture of good citizenship and the ongoing pursuit of excellence.
7. We model and teach respect, acceptance, cooperation, empathy, and kindness.

8. We show excitement and knowledge about the learning process.
9. We show pride and ownership of our campus.
10. We are empowered to create unique, memorable, and personal experiences to encourage parent involvement and student success.
11. We own and immediately resolve problems and model self-accountability by being solution-seekers, not problem-finders.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	12
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	24
Goal 3: All students and staff will learn and work in a safe and responsive environment.	26
State Compensatory	29
Budget for North Richland Middle School	29
Personnel for North Richland Middle School	29
Title I	30
1.1: Comprehensive Needs Assessment	30
2.1: Campus Improvement Plan developed with appropriate stakeholders	30
2.2: Regular monitoring and revision	31
2.3: Available to parents and community in an understandable format and language	31
2.4: Opportunities for all children to meet State standards	31
2.5: Increased learning time and well-rounded education	32
2.6: Address needs of all students, particularly at-risk	33
3.1: Annually evaluate the schoolwide plan	33
4.1: Develop and distribute Parent and Family Engagement Policy	33
4.2: Offer flexible number of parent involvement meetings	34
5.1: Determine which students will be served by following local policy	35
Title I Personnel	36
Campus Funding Summary	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

North Richland Middle School serves a diverse student population of 896 students, with 51% male and 49% female. The largest ethnic group is Hispanic-Latino, representing 46% of the student body, followed by White students at 32%, and Black or African American students at 14%. Approximately 26% of students are classified as Emergent Bilinguals, and 68% of the students are economically disadvantaged. Key student programs include Special Education, which serves 15% of the population, and Section 504, supporting 12%. The school is fully Title I, serving a high percentage of at-risk students (64%).

Demographics Strengths

North Richland Middle School boasts a vibrant and diverse cultural community, enriching the learning environment for all students. Teachers effectively use a variety of strategies tailored to support the diverse demographic makeup of the school, ensuring that each student's unique background is recognized and valued in the classroom. Additionally, both staff and students promote a culture of acceptance and inclusivity, creating a welcoming atmosphere where diversity is celebrated and embraced.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Problem Statement 2 (Prioritized): EB performance in all areas are scoring lower than non EB students. **Root Cause:** We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.

Student Learning

Student Learning Summary

Data projections indicate that North Richland MS will receive a D rating in Domain 1 (state accountability) for the 2023-2024 school year with an average of 69% passing rate. In the 2023-2024 school year we added 20 new staff members with the majority of new teachers being alternatively certified. We worked throughout the year to grow teachers in understanding of creating engaging lessons. We continued to grow staff in Tier 1 priorities with collaboration between teachers and Facilitators, focus on implementation of Literacy Strategies, Response to Intervention (RtI) through math, reading and Limited English Proficiency (LEP) interventionist, use of backwards design for common assessments, intensive data discussions with a focus on EB and Sped populations, a focus on Culturally Responsive Teaching to target intentional instruction to support all learners, implementation of STEM (Science, Technology, Engineering and Math) curriculum in Math and Science, professional learning communities (PLC) collaboration of Tier 1 priorities to increase rigor, relevance and engagement, Tier 2 and 3 intervention with small group instruction and STMath for tutorial sessions within and outside of the school day to enrich and remediate all students. Students scored as follows:

	Approaches	Meets	Masters
Reading	71%	45%	17%
Math	58%	29%	8%
Science	67%	37%	14%
Social Studies	47%	18%	10%

Student Learning Strengths

North Richland Middle School shows strengths in student performance across multiple subjects. In Reading/Language Arts, a significant portion of students achieved the Approaches Grade Level standard or higher, with growth evident across many student groups. White and Asian students demonstrated particularly strong performance. Math results reflect progress, with many students meeting the Approaches standard, and notable achievement among Asian students. Science also demonstrates solid results, indicating the school’s commitment to academic growth across core content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students have not shown mastery to level of like campuses. **Root Cause:** High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.

Problem Statement 2 (Prioritized): Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

School Processes & Programs

School Processes & Programs Summary

- NRMS daily schedule consists of 8 classes, with over 45 minutes in each class period. Mathematics is double blocked allowing two class periods. This provides one session for instruction and another for intervention. Sixth and seventh grade English Language Arts follow the blocked schedule like Mathematics.
- All NRMS teachers offer tutorials to students, with at least one morning tutorial session and one afternoon tutorial session to accommodate students needs.
- Teachers utilize PLC to plan using the Planning for Learning Protocols to align teaching to the rigor of the TEKS (Texas Essential Knowledge and Skills), CBA's (Common Based Assessment), Interim Assessments and STAAR (State of Texas Assessments of Academic Readiness) with a focus on backwards design of assessments to ensure alignment of taught and tested curriculum.
- CBA's and Interim Assessments are used to measure students growth on curriculum and are analyzed using district CBA protocols.
- Instructional Coherency Documents outline expectations for core content classrooms.
- Departments implement grade-level and team SMART (specific, measurable, achievable, relevant and time bound) goals to monitor students progress throughout the year. Goals are shared with students and monitored on a six-weeks basis as part of the PDSA (Plan-Do-Study-Act) protocols.
- RtI is implemented through small group instruction during one period of the math block and through Reading Intervention Classes.
- A focus on the district and campus professional learning in literacy development through the campus wide implementation of Literacy strategies in all contents and a focus on Read, Write, Think and Discuss.
- The campus professional learning focuses on the continued implementation of continuous improvement process and tools, including a PDSA board, posting of mission statements and use of student data folders.
- The campus implementation of STEM curriculum through Science and Math classes through the use of PBL's to increase the rigor and relevance.
- Specialized programs for special education students. PASS (Positive Approach to Student Success) is designed to serve students whose behaviors impede their learning or the learning of others. SEEC (Structured Environment to Enhance Communication) program is an early intervention environment designed to meet the need of K-8 grades students who have multiple learning and language barriers.
- Staff is recruited through job fairs, local universities and staff recommendations.
- Our campus has a number of resources available to teachers. Classrooms are equipped with one computer and projector for teacher use and document cameras are available for use. All classrooms are 1 to 1 student to device usage.
- Classrooms are equipped with Clear Touch interactive panels and 21 Smartboards throughout the campus.
- Teachers have personal laptops for their use.

School Processes & Programs Strengths

- Teachers utilize the instructional time to the fullest by teaching bell to bell and not holding students back from another class period.
- PLC's are functioning. The focus on collaboration and use of district and campus protocols for analyzing assessments and instruction.
- Common Assessments results are used to guide future instruction and adjust current instruction. They are used for remediation and intervention of students to close gaps in learning.
- Common assessment data utilized through AWARE is used to evaluate the alignment of the taught and tested curriculum and provide appropriate interventions to support students.
- CBA assessment protocols are completed for data analysis of instructional implications.
- SMART goals are monitored each six weeks to allow teachers to reflect on their goals and ensure they are moving towards the goal.
- NRMS teachers are attending professional development offered through the district in support of literacy strategies, continuous improvement, lesson planning system, technology resources and instructional best practices.
- NRMS teachers are utilizing Canvas to support all learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause:** The implementation of MTSS has lacked consistency and fidelity in the past.

Problem Statement 2 (Prioritized): Students are not attending school at required levels. **Root Cause:** Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.

Problem Statement 3 (Prioritized): Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Perceptions

Perceptions Summary

- Campus communication is offered in several languages to accommodate families that do not speak English as their first language.
- Students have a wide variety of academic and extra-curricular activities available at NRMS.
- Character Strong curriculum is supported through Falcon Way. Students also participate in Community Service activities throughout the year.
- Bullying is documented and investigated through the district protocols, including cyber-bullying, bullying and harassment. Campus administrators meet with victims of bullying and their perpetrators to resolve the students issues.
- Discipline data shows an improvement in student incidents. Most of the referrals represent a small percentage of students making up most of the referrals. The typical referral was a classroom disruption that negatively affected classroom instruction. Physical altercations decreased due to working with the school resource officer (SRO) to offer significant consequences for students and worked with students through mediation.
- Campus Mission Statements and Core Belief statements are evaluated each year to continue to focus on who we are as a campus.
- HOPE Squad is now in its third year and students are utilizing each other and staff members for support.
- NRMS Spirit Club has been implemented this year to focus on student organized school spirit.

Perceptions Strengths

At North Richland Middle School, campus communication is offered in multiple languages to support non-English speaking families, and students benefit from a wide range of academic and extracurricular activities. The Character Strong curriculum, supported by the Falcon Way and community service initiatives, fosters a positive campus culture. Recent discipline data indicates improvements, with a decrease in physical altercations and a focus on resolving issues through mediation. Staff perception has improved, campus culture is emerging, and students report feeling safe at school. The implementation of the HOPE Squad and NRMS Spirit Club further enhances student support and school spirit.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. **Root Cause:** Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

Problem Statement 2: Campus culture is improving with staff, however, we need to engage the community to create a positive culture and positive relationships with external organizations and stakeholders. **Root Cause:** The lack of community engagement and the rebuilding of positive relationships at the school stem from staff turnover and the disbandment of the PTA, which possibly led to loss of support from external organizations and diminished support from the community.

Priority Problem Statements

Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year.

Root Cause 1: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: EB performance in all areas are scoring lower than non EB students.

Root Cause 2: We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning.

Root Cause 3: The implementation of MTSS has lacked consistency and fidelity in the past.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students are not attending school at required levels.

Root Cause 4: Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed.

Root Cause 5: Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our students have not shown mastery to level of like campuses.

Root Cause 6: High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Campus department and/or faculty meeting discussions and data

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 a year's growth on Renaissance Star reading and mathematics which would in turn increase the number of students performing at the "meet" or "master" level as measured by the spring 2025 STAAR assessments.

The All Students group will score 47% on "Meets" for the 2025 STAAR Reading Assessment.

The All Students group will score 35% on "Meets" for the 2025 STAAR Math Assessment.

High Priority

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

Strategy 1: Build capacity of campus staff to implement the District curriculum and Tier 1 Strategies .

- Actions:** a) Oversee the implementation of Tier 1 strategies and the campus coherency documents.
b) Utilize campus facilitators to provide professional learning for Tier 1 and campus strategies.
c) Use walk through data to provide feedback and support teachers on the use of Tier 1 and campus strategies in the classroom.
d) Implement strategies from Suzie Pepper Rollins Learning in the Fast Lane to improve vocabulary usage.
e) Assist teachers with collecting data and using it to develop lessons and target instruction.
f) Implement Fundamental 5 by Sean Cain
g) Arrange opportunities for teachers to observe classrooms
h) Implement strategies and routines from Nancy Motley's Talk Read Talk Write to improve critical thinking through student discourse.
I) Utilize district curriculum coordinators, multilingual services and the DLS team monthly to provide professional learning and collaboration to enhance our Tier 1 instructional practices.

Staff Responsible for Monitoring: Administrative
Leadership Team
Facilitators
Department Heads

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3

Funding Sources: Instructional Facilitator - 255 - Title II - \$78,710, Instructional Facilitator - 211 - Title I - \$84,309

Strategy 2 Details

Strategy 2: Develop a system for teachers to routinely observe and reflect on best teaching strategies.

- Actions:** A) Create Observation Protocols
B) Provide Training and Support
C) Implement a Schedule and Rotations
D) Facilitate Observation Sessions
E) Encourage Peer Feedback and Collaboration
F) Promote Reflection and Action Planning

Staff Responsible for Monitoring: Administrative
Leadership Team
Facilitators
Department Heads

Title I:

2.4, 2.6

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Strategy 3 Details

Strategy 3: Provide training on data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.

- Actions:** a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process.
b) Use Campus Protocol and walk throughs that are specific to instruction and program implementation for the purpose of improving student performance.
c) Conduct training on using data from multiple assessments (Unit Test, Star Renaissance, and Interims) to inform instruction and document student growth.
d) Support teacher training on the implementation of tier-one priorities.
f) Continue to train and require the regular use of continuous improvement processes in the classroom.
g) Collect, analyze and use data to monitor student progress for the purpose of closing achievement gaps and responding to the individual needs of students to ensure all students make expected growth .
h) Implement and conduct the district Lesson Refinement and After-Action Protocols in PLC to inform instruction and responsive teaching.

Staff Responsible for Monitoring: Facilitators, Administration,

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 3

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Problem Statement 2: EB performance in all areas are scoring lower than non EB students. **Root Cause:** We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.

Student Learning

Problem Statement 1: Our students have not shown mastery to level of like campuses. **Root Cause:** High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.

Problem Statement 2: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

School Processes & Programs

Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause:** The implementation of MTSS has lacked consistency and fidelity in the past.

Problem Statement 3: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

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 groups as measured by state and district assessments.

High Priority

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

Strategy 1 Details
<p>Strategy 1: Utilize district resources to close gap in student performance on STAAR Social Studies to achieve the campus goal of 22% at MEETS on all campus, district and state assessments.</p> <p>Actions: A) Utilize classroom observations, feedback, and resources from Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. B) Collaborate with district content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. C) Provide Social Studies teachers with training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. D) Monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. E) Train and implement the Nancy Motley's Talk Read Talk Write routines and strategies to increase student critical thinking and discourse.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Facilitator, Social Studies Coordinator</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 3</p>

Strategy 2 Details
<p>Strategy 2: Ensure that students learn course content by providing a schoolwork recovery program for academic achievement.</p> <p>Actions: a) Train Staff b) Recruit staff members c) Create spreadsheet to provide communication to staff, families, and students. d) Create a resource center e) Communicate with students and parents of missing work and time and date for recovery. f) Analyze progress.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>

Strategy 3 Details

Strategy 3: Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs.

- Actions:** A) Standardize processes for making decisions regarding programming, assessment, supports and accommodations for all students receiving specialized services
B) Provide necessary resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student need
C) Provide training to general education teachers to support the learning of students receiving specialized services
D) Provide information to staff, parents and community about specialized programs

Staff Responsible for Monitoring: Administrative Leadership

Team, EB Coach, Content

Coordinators, SPED

Coordinator

Title I:

2.4, 4.2

Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 3

Funding Sources: Professional Development - 211 - Title I - \$689

Strategy 4 Details

Strategy 4: Utilize resources to provide personnel, technology and instructional materials in order to close achievement gaps in core content areas.

- Actions:** A) Hire necessary staff to meet HB4545 and RtI of all students
B) Provide instructional materials for staff as needed. Assess effectiveness of use.
C) Train staff in software used for programming and monitor student progress.

Staff Responsible for Monitoring: Administrative Leadership Team

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$294,277, Tutoring - 211 - Title I - \$2,120

Strategy 5 Details

Strategy 5: Enlist community and business partners to assist in providing support to students and families

- Actions:** A) Collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes.
B) Identify and communicate the needs of the student population and their families with community partners
C) Design and implement a Family and Parent Engagement Policy
D) Host a Title 1 Meeting
E) Develop and give a campus parent survey

Staff Responsible for Monitoring: Administration Leadership Team

Title I:

4.1, 4.2

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Strategy 6 Details

Strategy 6: Implementation of STEM inquiry and PBL through science classrooms to ensure 41% of NRMS science students meet grade level expectations on all campus, district and state assessments.

- Actions:** A) Ensure all math and science teachers are STEM certified.
B) Develop PLC with department heads and facilitators to provide support on areas of need based on data and the district PLC rubric.
C) Provide coaching on Tier 1 priorities for teachers.
D) Utilize the district Tier 1 rubric to calibrate teacher's implementation of domains within instruction through walk through data.
E) Collaborate with district content coordinator to provide the science PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.
F) Train and support implementation of Nancy Motley's Talk Read Talk Write routines and strategies to increase student critical thinking and discourse in the classroom.

Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, Admin Instructional Facilitators), Math and Science Teachers, Content Coordinators

Title I:

2.4, 2.5, 2.6

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Demographics
<p>Problem Statement 2: EB performance in all areas are scoring lower than non EB student. Root Cause: We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.</p>
Student Learning
<p>Problem Statement 1: Our students have not shown mastery to level of like campuses. Root Cause: High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.</p> <p>Problem Statement 2: Special Education students performed much lower than the overall campus score for the 2024 school year. Root Cause: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.</p>
School Processes & Programs
<p>Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. Root Cause: The implementation of MTSS has lacked consistency and fidelity in the past.</p> <p>Problem Statement 3: Special Education students performed much lower than the overall campus score for the 2024 school year. Root Cause: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.</p>

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.

Strategy 1 Details
<p>Strategy 1: Ensure at-risk students remain engaged in school.</p> <p>Actions: A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within four years. B) Continue developing PBIS store and look for moving Falcon Funds to online format. C) Utilize Tier 3 Behavior Team to develop a plan for student success. D) Campus Counselor will meet with Tier 2 and 3 students who need support for social and emotional needs. E) Provide opportunities to prepare for postsecondary possibilities through college visits. I) Establish a Ron Clark "House System" to help increase student sense of ownership on the campus. J) Establish a book study leadership team with the focus on growth mindset; Annie Brock's Growth Mindset Coach to help teachers implement growth mindset practices and lessons for their classroom. K) Train teachers on De-escalation strategies through the research based strategies by Dr. Ruby Payne's Emotional Poverty and Slocumb's Boy's in Crisis. L) Create a Doug Lemov's Teach Like a Champion playlist for teachers to reference throughout the year. M) Train teachers on the TLC playlist strategies during monthly faculty meetings and PLCs.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, Teachers, Facilitators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Implement programs and create conditions and expectations for students to be involved in co-curricular and extra curricular activities</p> <p>Actions: A) Coordinate co and extra curricular activities along with community activities B) Review data of extra curricular enrollment to determine effectiveness of program C) Review participation of community activities D) Survey students to identify needs and interest for after school activities. E) Develop leadership and leadership skills across the campus to improve students social and emotional wellness F) Provide technology for students to pursue their interest and increase their learning opportunities G) Establish a Spirit Club for students to participate.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, Teacher Sponsors</p> <p>Title I: 4.1</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. Root Cause: Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

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 behavior RtI tiers 2 and 3.

Strategy 1 Details
<p>Strategy 1: Implement and monitor Behavior RtI process</p> <p>Actions: A) Implement the campus behavior RtI process b) Train staff on Behavior RtI process C) Align campus discipline with PBIS team suggestions D) Implement Campus wide Restorative Discipline plan. E) Train staff in Restorative Practices and Conscious Discipline. F) Monitor students assigned to DAEP and return to campus. G) Develop leadership class for Tier 3 students to learn appropriate school behaviors. H) Train staff in STOIC and CHAMPS strategies. I) Maintain campus store for students to purchase items using Falcon Funds.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, Classroom Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 3</p>

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year. Root Cause: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.</p> <p>Problem Statement 2: EB performance in all areas are scoring lower than non EB studernts. Root Cause: We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.</p>
Student Learning
<p>Problem Statement 2: Special Education students performed much lower than the overall campus score for the 2024 school year. Root Cause: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.</p>
School Processes & Programs
<p>Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. Root Cause: The implementation of MTSS has lacked consistency and fidelity in the past.</p>

School Processes & Programs

Problem Statement 3: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

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: Focus, report cards

Strategy 1 Details
<p>Strategy 1: Increase student and staff attendance</p> <p>Actions: A) Ensure that our campus designs and implements improvement plan strategies to increase student attendance. B) Ensure that our campus designs and implements improvement plan strategies to increase staff attendance. C) Utilize resources to reward students for increased attendance to raise attendance to 96% D) Utilize resources to increase staff morale to increase staff attendance. E) Administration will utilize Project Education to track, monitor and address attendance issues.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team</p> <p>Problem Statements: School Processes & Programs 2</p>

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Students are not attending school at required levels. Root Cause: Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.</p>

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Strategy 1 Details
<p>Strategy 1: Campus Continuous Improvement</p> <p>Actions: A) Expand continuous improvement implementation to include additional elements and tools. B) Utilize PLC to provide professional development on continuous improvement in the classroom through Department Heads. C) Monitor implementation of Continuous Improvement implementation in the classrooms. D) Align PGSLO for teachers with continuous improvement. E) Use PDSA to evaluate campus programs F) Monitor PDSA through intentional data walks and meetings with Admin to monitor growth on reassessment of needed content. G) Implement teacher data binders to track student accomodations and monitor student progress/growth.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, Content Coordinators, Department Chairs</p> <p>Problem Statements: School Processes & Programs 1</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. Root Cause: The implementation of MTSS has lacked consistency and fidelity in the past.</p>

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

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Strategy 1 Details
<p>Strategy 1: Collect perception data from students on safety at school.</p> <p>Actions: A) Collect data from students on school safety B) Analyze data to identify areas of improvement C) Implement strategies to address areas of need such as arrival, passing periods and dismissal. D) Communicate safety drill expectations to all students E) Participate in monthly safety drills</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. Root Cause: Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."</p>

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%.

Strategy 1 Details
<p>Strategy 1: Review district data about safety</p> <p>Actions: A) Complete safety training as provided by district B) Complete monthly safety walks of campus C) Utilize data from safety walks and safety audits to make improvements</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. Root Cause: The implementation of MTSS has lacked consistency and fidelity in the past.</p>

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

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

Strategy 1 Details
<p>Strategy 1: Utilize CIP to focus campus improvement with students and staff</p> <p>Actions: 1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members. 2. Monitor growth towards meeting safety goals and academic growth.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, admin, and Academic Coach)</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Family Engagement - 211 - Title I - \$880</p>

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. Root Cause: The implementation of MTSS has lacked consistency and fidelity in the past.</p>

State Compensatory

Budget for North Richland Middle School

Total SCE Funds: \$294,277.00

Total FTEs Funded by SCE: 3.65

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 Richland Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mirtha Brown	Teacher	1
Sandra Orta	Student Assistance Counselor	1
Sherry Grosenbach	Reading Intervention	0.65
Yannis Espino	Educational Assistant	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents: Allyson Duncan
Community Members: Mindi Ramirez and Natasha Havrda
Teachers: Andrew Wilson, Ashley Robb, Molly Woodruff, Ashley Cousins
Administrators: Sherri Gamble Blythe Smith Justin Mathews Travis Kidd

Parents:
Allyson Duncan
Other Campus and District Staff:
Savannah Hegar
Britney Chapple
Leslie Detrick
Stacey Edwards
Dustin Henderson

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, 68% 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:

- Tier 1 Priorities
- Restorative Practices
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorial

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.

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

Parents:
Allyson Duncan
Community Members:
Mindi Ramirez and Natasha Havrda
Teachers:
Andrew Wilson, Ashley Robb, Molly Woodruff, Ashley Cousins

Parents:
Allyson Duncan
Administrators:
Sherri Gamble
Justin Mathews
Blythe Smtih
Travis Kidd
Other Campus and District Staff:
[LIST NAMES]

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

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents’ work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event at WG Thomas Coliseum
- September Meet the Teacher Night on campus
- September Title I Meeting on campus
- October Fall Haul on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

5.1: Determine which students will be served by following local policy

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aubrey Steinbeck	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	SCE Campus Personnel		\$294,277.00
Sub-Total					\$294,277.00
Budgeted Fund Source Amount					\$294,277.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Facilitator		\$84,309.00
1	2	3	Professional Development		\$689.00
1	2	4	Tutoring		\$2,120.00
3	3	1	Family Engagement		\$880.00
Sub-Total					\$87,998.00
Budgeted Fund Source Amount					\$87,998.00
+/- Difference					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Facilitator		\$78,710.00
Sub-Total					\$78,710.00
Budgeted Fund Source Amount					\$78,710.00
+/- Difference					\$0.00
Grand Total Budgeted					\$460,985.00
Grand Total Spent					\$460,985.00
+/- Difference					\$0.00