

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



Mission Statement

Our mission is to cultivate a safe, nurturing environment, rich in opportunities for all stakeholders to recognize, foster, and meet their potential in our school, community, and beyond.

Vision

It's okay not to be okay, it's not okay to stay that way.

Going from Good to Great!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	14
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	25
Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2025 school year.	31
State Compensatory	34
Budget for Richland Middle School	34
Personnel for Richland Middle School	34
Title I	35
1.1: Comprehensive Needs Assessment	35
2.1: Campus Improvement Plan developed with appropriate stakeholders	35
2.2: Regular monitoring and revision	36
2.3: Available to parents and community in an understandable format and language	36
2.4: Opportunities for all children to meet State standards	36
2.5: Increased learning time and well-rounded education	37
2.6: Address needs of all students, particularly at-risk	38
3.1: Annually evaluate the schoolwide plan	38
4.1: Develop and distribute Parent and Family Engagement Policy	38
4.2: Offer flexible number of parent involvement meetings	39
Title I Personnel	41
Campus Funding Summary	42

Comprehensive Needs Assessment

Revised/Approved: August 30, 2024

Demographics

Demographics Summary

The number of renters as opposed to homeowners in our Richland Middle School attendance zone accounts for much of our mobility. Many of the students have gaps in their schooling associated with moving and it is difficult to assess quickly the academic capabilities of these students.

In addition to the mobility rate, we have a large population of Economically Disadvantaged and at Risk students who come to us with educational gaps. Approximately 25% of the students on campus are designated Special Education and/or 504. Over 30% limited English proficient students. With the increase in our limited English proficient students Richland Middle School will utilize resources to prepare and accommodate students to ensure we are providing the best education for them, both socially and academically.

Student Population 2023 (CY=Current Year/PY=Previous Year)

- Grade 6: CY - 239; PY - 176; Change: +63
- Grade 7: CY - 192; PY - 167; Change: +25
- Grade 8: CY - 191; PY - 197; Change: -6
- Total Student Population Change: +28 students

Ethnic Distribution

- African American: CY - 19.0%; PY - 20.8%; Change: -1.8%
- Hispanic: CY - 54.4%; PY - 48.8%; Change: +5.6%
- White: CY - 21.1%; PY - 24.8%; Change: -3.7%
- American Indian: CY - 0.3%; PY - 0.6%; Change: -0.3%
- Asian: CY - 2.8%; PY - 1.3%; Change: +1.5%
- Pacific Islander: CY - 0.8%; PY - 0.6%; Change: +0.2%
- Two or more races: CY - 1.6%; PY - 3.1%; Change: -1.5%

Economically Disadvantaged: CY - 76.8%; PY - 78.5%; Change: -1.7%

Demographics Strengths

We had increases demographically in the English proficient students. The district has provided support in personnel to meet these needs. The campus has also realigned the use of its core personnel trained in SIOP (Sheltered Instruction) to meet core departments with techniques when working with EB students in the classroom. This will be an ongoing process to

work with the RMS core teachers to provide training and support. We will be strategic in utilizing PLC (Professional Learning Communities) time to provide continuing SIOP training for staff at RMS. In the 2025 school year RMS will also begin a push in model in which our campus EB (Emergent Bilingual) Specialist will provide in class support to teachers and students. RMS is also contracting services for training to assist with culturally responsive teaching.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Root Cause:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Student Learning

Student Learning Summary

Richland Middle School showed gains in several areas in 2023. Both 6th and 7th grade honors math reached 100% approaches. Our 8th grade Algebra was able to obtain 100% approaches, 100% meets, and 98% masters. Our reading continued to improve with 6th grade honors achieving 96% approaches, 7th grade honors 98% approaches and 8th grade honors at 99% approaches. While 8th grade social studies has been an area of concern, scores showed growth again in 2023 honors with results of 85% approaches, 48% meets, 42% masters.

8th grade STAAR Approaches Grade Level (2023):

- Math: Actual -70% ; Target - 73%;
- Reading: Actual- 76% ; Target - 83%;
- Science: Actual - 67%; Target - 80%;
- Soc St: Actual - 50% ; Target - 66%;
- Algebra 1: Actual -100% ; Target - 100%;

7th grade STAAR Approaches Grade Level (2023)

- Math: Actual -% ; Target - 68;
- Reading: Actual -69% ; Target - 80%;

6th grade StAAR Approaches Grade Level (2022)

- Math: Actual -80% ; Target - 83%;
- Reading: Actual -64% ; Target - 67%;

8th grade STAAR Masters Grade Level (2023)

- Math: Actual -5% ; Target - 8%;
- Reading: Actual -30% ; Target - 33%;
- Science: Actual -14% ; Target - 17%;
- Soc St: Actual -13% ; Target - 16%;
- Algebra 1: Actual -90% : Target - 93%;

7th grade STAAR Masters Grade Level (2023)

- Math: Actual -18%; Target -21% ;
- Reading: Actual - 36%; Target - 39%;

6th grade STAAR Masters Grade Level (2023)

- Math: Actual - 14%; Target - 17%;
- Reading: Actual - 16%; Target - 19%;

8th grade STAAR Special Ed Performance Approaches Grade Level (2023)

- Math: Actual - 46%; Target - 48%;
- Reading: Actual - 56%; Target - 58%;
- Science: Actual - 52%; Target - 54%;
- Soc St: Actual - 52%; Target - 54%;

7th grade STAAR Special Ed Performance Approaches Grade Level (2023)

- Math: Actual - 56%; Target - 58%;
- Reading: Actual -66%; Target - 68%;

6th grade STAAR Special Ed Performance Approaches Grade Level (2023)

- Math: Actual - 68%; Target - 70%;
- Reading: Actual - 47%; Target - 49%;

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Richland MS School did not meet the target with a TELPAS progress rate of 23%. In 2021-2022 Richland MS School again did not meet the target with a TELPAS progress rate of 28%. In comparing the progress rate from 2021 and 2022, Richland MS demonstrated a 5% point increase in students' English language development.

Student Learning Strengths

RMS experienced tremendous gains during the 2022/2023 school year overall in honors mathematics and reading. Both 6th and 7th grade honors math reached 100% approaches. Our 8th grade Algebra was able to obtain 100% approaches, 100% meets, and 98% masters. Our reading continued to improve with 6th grade honors achieving 96% approaches, 7th grade honors 98% approaches and 8th grade honors at 99% approaches. While 8th grade social studies has been an area of concern, scores showed growth again in 2023 honors with results of 85% approaches, 48% meets, 42% masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 2 (Prioritized): There are still several areas below a 50% Approaches Grade Level Pass Rate in our Identified populations. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** A lack of cohesive vision and consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

School Processes & Programs

School Processes & Programs Summary

This year RMS experienced its lowest turnover in the teaching staff in the past five years. This in large part is due to mentoring programs and mentor teachers assigned to everyone who is new to RMS. This year we are having numerous people present to the faculty their Best Products. We are celebrating successes with individualized recognition in staff meetings. Teachers are expected to serve on at least one committee and in one event so that everyone has a positive say in the RMS way.

We also house the ACCESS and AABLE student units on our campus. ACCESS deals with student who are severely handicapped mentally, emotionally and physically. Although many of our children are mobile this year, they do have different mobility issues. AABLE houses our children who would fall in the upper Life Skills category. Some of them have out classes while others are totally self contained.

School Processes & Programs Strengths

The teachers are committed to the House System evolving into a true success story. The House Committee is planned an amazing first community day for our students. It involves team building, school spirit, one word activities to describe themselves and even a pep rally. Kids seem to be anxious about earning points for their houses so that they win the nine weeks prize. RMS will be working with local businesses to try and secure support to help with this initiative and provide additional school resources.

The teachers also had their own form of team building during staff development. Teachers were partnered in groups to create and design products that represented the RMS community. This helped to bond them even further so that the start of the school year was seamless and to understand the students/community we serve.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. **Root Cause:** Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.

Perceptions

Perceptions Summary

The way the faculty likes to describe themselves is that they are like family and have pulled together through several principals and varying staff personalities. They are proud to be at RAM Nation and want the students, school and community to thrive. They also want to change the perception that they are the most difficult school in BISD. They are willing to follow leaders to the point of clarifications as long as the end goal is understood. Most teachers have attended several meetings prior to the start of school to ensure that everything ran smoothly.

Perceptions Strengths

There is a strong sense of trust on this campus between most teachers and the administration. This was evident in that staff turn over was at it's lowest in three years. Teachers also have full buy-in with lessons in leadership. RMS has been able to bridge the social emotional gaps, bring about mental health awareness, and overall security of our students. Finally, their sphere of influence on how things work at RMS seems to be in an equal balance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Priority Problem Statements

Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement.

Root Cause 1: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year.

Root Cause 2: Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There are still several areas below a 50% Approaches Grade Level Pass Rate in our Identified populations. This is an ongoing concern that will be measured in the 2025 school year.

Root Cause 3: A lack of cohesive vision and consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge.

Root Cause 4: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year.

Root Cause 5: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional 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 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

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: Implement PDSA cycles to allow staff and students to monitor student growth during the school year and to determine students at risk of not reaching 1 years growth.

Actions: 1.) Instructional Facilitators will meet with teachers to track progress among all tiers and conduct PDSA (Plan, Do, Study, Act) cycles on a monthly basis following progress monitoring tests in Renaissance.

2.) Admin/Instructional Facilitators will monitor PDSA data and meet with teachers as needed to support PDSA cycles.

3.) Instructional Facilitators will provide PLC (Professional Learning Community) training to all core departments by the end of September about effective PDSA use in the classroom to increase student performance levels.

4.) Admin/Instructional Facilitators will do calibration walks to model the use of best practices involving PDSA.

5.) All students will track their progress by utilizing our campus RMS digital data folder.

Staff Responsible for Monitoring: RLA/Math Teachers

Instructional Facilitators

RLA secondary content coordinator

Math secondary content coordinator

District PAR

Administration

Title I:

2.4, 2.6

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Funding Sources: Instructional Facilitators - 255 - Title II - \$78,122, Instructional Facilitator - 211 - Title I - \$75,746

Strategy 2 Details

Strategy 2: Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth.

Actions: 1.) All Core teachers will utilize reading strategies within their content on a weekly basis to support the learning of all students. Emphasis will be placed on student mastery of the strategy. This goal will be measured by weekly and monthly calibration walkthroughs performed by Administration, Instructional Facilitators.

2.) Instructional Facilitators will provide intentional structured training during PLC's throughout the year for educators to assist with implementation of reading strategies in all core content areas.

3.) RLA (Reading Language Arts) Department Chair will provide instruction to all staff during September Instructional Focus Faculty Meeting on high impact reading strategies.

Staff Responsible for Monitoring: All Core teachers

Instructional Coach

MTSS Specialist

Administration

RLA secondary content coordinator

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Strategy 3 Details

Strategy 3: Offer ongoing professional learning during PLC that will positively impact the success of our EB students.

Actions: 1.) RMS (Richland Middle School) will begin with a push in model for in class support of EB students. The RMS EB specialist will provide SIOP (Sheltered Instruction Observation Protocols) strategies. This process will be monitored by the assessment of TELPAS in the spring of 2025.

2.) PLC topics will be based on the needs of students as revealed through data, PLCs and campus walks.

Staff Responsible for Monitoring: EB District Representative

EB Teachers

Instructional Facilitators

Administrator over EB

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>
Student Learning
<p>Problem Statement 1: There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year. Root Cause: Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.</p> <p>Problem Statement 2: There are still several areas below a 50% Approaches Grade Level Pass Rate in our Identified populations. This is an ongoing concern that will be measured in the 2025 school year. Root Cause: A lack of cohesive vision and consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.</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 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR .

High Priority

Evaluation Data Sources: Richland Middle School will experience gains in STAAR 2025 scores so that we can begin to walk away from targeted problem areas as outlined by the state and federal government. This will be an ongoing effort for Richland Middle School beginning in the 2025 school year.

Strategy 1 Details
<p>Strategy 1: Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software.</p> <p>Actions: Utilize multiple funding sources to pay for professional development, instructional resources and technology to be used in Tier I instruction.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Facilitators Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Professional Development - 211 - Title I - \$26,827</p>

Strategy 2 Details

Strategy 2: Utilize all summative and district data in PDSA processes within core classrooms to drive student achievement on state objectives.

Actions: 1.) All formative and summative assessments will be utilized as data for PDSA discussions in the classroom both as a whole class and individually to determine student areas of needed growth.

2.) Remediation plans will be created by the teacher and student to shore up gaps via HB1416.

3.) Administration will have individual data discussions with core teachers by 08/21/2024.

4.) Instructional Facilitators will provide continuous support for all core subjects through the school year during PLC's.

This is a fully funded district initiative.

Staff Responsible for Monitoring: Core content teachers

Administration

Secondary Core content coordinators

Instructional Facilitators

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$448,768

Strategy 3 Details

Strategy 3: Use BOY, MOY and EOY Screeners, and Progress Monitor Screeners, CBA's, State Interim tests in the spring of 2025 and prior year STAAR scores in all core classes to create remediation watch lists.

Actions: 1.) Remediation watch lists will be updated each nine weeks by the core teachers.

2.) Teachers will create specific mandatory tutorials for students on watch lists and will track student work and progress on a campus document.

3.) Admin and Instructional Facilitators will monitor watch list document and support teachers as necessary.

Staff Responsible for Monitoring: Core content teachers

Administration

Instructional Facilitators

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Strategy 4 Details

Strategy 4: Social Studies department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Social Studies student's familiarity with the STAAR 2.0 test. This is an ongoing district provided initiative.

Actions: 1.) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.

2.) Campus leadership will partner with the 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.

3.) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0.

4.) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.

5.) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.

Staff Responsible for Monitoring: Social Studies PLC

Administration

Instructional Facilitators

Title I:

2.4

- TEA Priorities:

Improve low-performing schools

Problem Statements: Demographics 1 - Student Learning 1, 2

Strategy 5 Details

Strategy 5: Offer Tutorials before and after school for all students in areas of deficiencies based on the state TEKS. Due to HB1416 this is an ongoing concern that will be measured in the 2025 school year.

Actions: 1.) Teachers will be given the opportunity to tutor their children in core subject area to help close significant gaps. They will be paid using Title I funds.

2.) We will hire an outside tutor via HB1416 Esser fund to work with the Interventionist to help Tier 3 students close their gaps in class settings of students that are significantly smaller in number.

Staff Responsible for Monitoring: All Teacher Tutors

One outside Tutor for Math

One outside Tutor for Reading

Administration

Instructional Facilitators

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: Tutors - 211 - Title I - \$48,000

Strategy 6 Details

Strategy 6: RMS will enlist community and business partners to assist in providing educational support to students and families. This is an ongoing effort that will be measured in the 2025 school year.

Actions: 1.) Utilize the Social Community Committee to schedule and host school-wide events in order to increase parent involvement

2.) Identify and communicate the needs of the student population and their families with community partners

3.) Design and Implement a Family and Parent Engagement Policy

4.) Host a Title 1 Meeting on 08/06/2024 and 08/22/2024.

5.) Provide opportunities, on and off campus, for our Life Skills Students to experience real-life working scenarios.

Staff Responsible for Monitoring: Campus Administration

Corporate Sponsor and Campus Liaison

PTA

Parents

RMS Teachers and Staff

Community members

AABLE and ACCESS Teachers and Students

Local Businesses

Title I:

4.2

Problem Statements: School Processes & Programs 1 - Perceptions 1

Funding Sources: Title I Family Engagement - 211 - Title I - \$13,800

Strategy 7 Details

Strategy 7: Use Title I funds to supplement addition staff support with an additional Instructional Facilitators.

Actions: We will use Title I funds to pay for the following instructional positions: Amanda Walker 1.0

Staff Responsible for Monitoring: Principal

Principal's Secretary

BISD Personnel.

TEA Priorities:

Build a foundation of reading and math

-

Problem Statements: Demographics 1 - Student Learning 1, 2

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Root Cause:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Student Learning

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School Processes & Programs

Problem Statement 1: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. **Root Cause:** Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.

Perceptions

Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

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 dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions. This is an ongoing concern that will be measured in the 2025 school year.

High Priority

Evaluation Data Sources: The House leaders will notify administration anytime that teachers are not participating in the RMS House Point System. Those individuals will have private conversations to encourage them to participate in this activity. This will be evaluated on a bi-weekly basis by administration and the Leadership Committee. Students will have a stronger sense of belonging to RMS which will be measured by a reduction in discipline slips and suicide attempts. Administration will do weekly walks to ensure that the Character Strong Curriculum is utilized with fidelity.

Strategy 1 Details
<p>Strategy 1: Distribute weekly points to Houses from individual classrooms that promote high quality instruction and interaction among peers and between students and adults.</p> <p>Actions: 1.) Teachers will award up to 200 points per week between the different Houses based on specific learning and behavioral successes (PBIS)</p> <p>2.) Teachers will upload points using a Google Form and campus implementation team will review points for consistency and timely reporting.</p> <p>3.) House Committee will post points weekly for students to see and support communities as necessary.</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Facilitators Counselors</p> <p>Problem Statements: Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Implement the district Character Strong curriculum in leadership classes to address cyberbullying and social media use and misuse.</p> <p>Actions: 1.) RMS CCMR Committee will distribute 36 citizenship lessons using the Character Strong curriculum to the campus teachers over the course of the 2025 school year.</p> <p>2.) Campus teachers will utilize the curriculum in their leadership classes throughout the 2025 school year.</p> <p>3.) Admin/RTI team will collect data on number of reported cyber incidents and compare data to previous years.</p> <p>Staff Responsible for Monitoring: Teachers Administration Counselors</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>

Strategy 3 Details

Strategy 3: Character Strong Curriculum implementation to help develop Leadership Characteristics and training to assist with Social Emotional Learning to our students.

Actions: 1.) Utilize the thirty-six Character Strong lessons to ensure that Richland Middle School has a combined effort to reach all students on campus with soft and hard skills.

2.) Contract the Jennifer Kleiber to provide Responsive teaching training during the 2025 school year.

3.) Social Emotional Lessons provided by Character Strong that will be utilized throughout the year to reach our students as another touchpoint.

4.) The committee will also periodically meet to critique how well these lessons are going and monitor/adjust information as needed.

Staff Responsible for Monitoring: Administration

All Faculty and Staff at RMS

Problem Statements: School Processes & Programs 1 - Perceptions 1

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge.

Root Cause: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.

Perceptions

Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

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. This is an ongoing concern that will be measured in the 2025 school year.

High Priority

Evaluation Data Sources: Richland Middle School will utilize a student committee to provide rewards to students with perfect attendance in hopes that we can raise our ADA from 93% to 95 %.

Strategy 1 Details
<p>Strategy 1: Students with perfect attendance every nine weeks will win prizes or receive special accolades.</p> <p>Actions: 1.) Attendance clerk will provide ADA by nine weeks.</p> <p>2.) Develop a student committee to find what motivates today's student to attend school.</p> <p>3.) Students with perfect attendance will receive an a pizza party during respective lunches.</p> <p>4.) Students with perfect attendance by semester will win another type prize using funds provided by RMS.</p> <p>5.) Student names who have had perfect attendance all will be entered in a drawing and win something agreed upon by the student 2025 perfect attendance committee. Drawings will occur in three week increments throughout the nine weeks.</p> <p>Staff Responsible for Monitoring: Administration Attendance clerk Attendance Committee</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p>

Strategy 2 Details

Strategy 2: Develop a comprehensive plan for parent conferences and communication with regard to student absences. RMS will utilize the Attendance system of attendance tracking to progress monitor throughout the 2025 school year.

- Actions:** 1.) Attendance clerk will provide absence data to teachers and administration at key intervals.
- 2.) Teachers will make contact with students and their parents to provide positive wishes and invite them back to class, offer makeup assignments, etc.
- 3.) Administration will increase number of parent conferences with students who have excessive absences as well as meeting with the students themselves.
- 4.) Administration will provide tracking data to review students of concern.

Staff Responsible for Monitoring: Administration

Teachers

Attendance clerk

Problem Statements: Demographics 1

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Root Cause:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

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. This is an ongoing concern that will be measured in the 2025 school year.

Evaluation Data Sources: Continuous Improvement PDSA charts will be one of the items that we look for in every room during T-TESS observations and Walk-Throughs. Three strategic walk-throughs will be conducted to measure this objective. The first walk will be in early fall, a second in late winter, and final walk in early spring. RMS will also add a layer of Instructional Calibration walks to verify the use of all academic systems.

Strategy 1 Details
<p>Strategy 1: Employ continuous improvement cycles in all core classes for each unit of instruction.</p> <p>Actions: 1.) 1st PD portion of the CI (Continuous Improvement) cycle will be done the first week of each nine weeks with Instructional coach and administration.</p> <p>2.) Evidence on PDSA will be collected by admin and Instructional Coach during walkthroughs and a administrative PDSA cycle will be held during admin staff meeting to address needs for teachers . Core teacher evidence/PDSA training will occur during August PLC by Instructional Coach and MTSS Specialist.</p> <p>3.) Individual teacher support will be delivered by coaches and admin as needed.</p> <p>Staff Responsible for Monitoring: Instructional Coach MTSS Specialist Administration Department chairs Teachers</p> <p>ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 1, 2</p>

Strategy 2 Details

Strategy 2: Use behavioral MTSS data as well as other discipline data to increase student time in class. This will be measured by end of the year discipline results. Richland Middle School has set a reduction goal of 5% from the previous 2024 year of students who were out of placement (In School Suspension/Out of School Suspension)

Actions: 1.) Data will be collected by asst. principals each of the five MTSS sessions throughout the school year.

2.) Administrators will review the discipline data on a weekly basis and utilize progressive discipline to help remediate inappropriate students behavior which in turn will provide a better experience in the classroom.

3.) Administrators will begin weekly discipline reviews to ensure effectiveness of behavior monitoring systems by educators.

Staff Responsible for Monitoring: Administration

Instructional Facilitators

Counselors

ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: Demographics 1 - Perceptions 1

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Root Cause:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Student Learning

Problem Statement 1: There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 2: There are still several areas below a 50% Approaches Grade Level Pass Rate in our Identified populations. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** A lack of cohesive vision and consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

Perceptions

Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

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

Performance Objective 3: RMS will highlight/spotlight students to promote healthy well-being and achievements.

Evaluation Data Sources: RMS will monitor quarterly discipline, attendance, academic, and acts of leadership to ensure there is improvement in each category quarter over quarter. RMS will also utilize end of year student surveys to review the effectiveness and efficiency of this objective. RMS will utilize the frequency of the House system to promote positive well-being by tracking points earned by individual and groups of students. These groups of students will be celebrated throughout the 2025 school year.

Strategy 1 Details
<p>Strategy 1: On a monthly basis, teachers will each nominate two students of the month, one male and one female.</p> <p>Actions: 1.)RMS will develop a Ram Store that inspires the character qualities of the BISD Portrait of A Graduate. 2.) Students will receive a reward from the RMS Ram Store. 3.) Students recognized each month will have the opportunity to be chosen to attend Camp Connect, provided by BISD.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: RMS will create and distribute Ram Bucks for students displaying characteristics of leadership.</p> <p>Actions: 1.) Teachers will recognize students on a frequent basis by providing Ram Bucks to students who display being an empowered learner, responsible citizen, global competitor, and innovative entrepreneur. 2.) Students will be able to spend their Ram Bucks in the Ram Store.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. Root Cause: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.
Perceptions
Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. Root Cause: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2025 school year.

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

High Priority

Evaluation Data Sources: Use a district and campus survey in May 2025 to gauge the success of this goal.

Strategy 1 Details
<p>Strategy 1: Use Character Strong and Responsive Teaching to increase the general feelings of well being among the stakeholders on campus.</p> <p>Actions: 1.) Character Strong lessons surrounding safe and appropriate interactions at school will be developed by provided by the district and teachers will implement during elective times weekly.</p> <p>2.) Staff will utilize Responsive Teaching training to encourage the sense of well being among all stakeholders on campus.</p> <p>3.) RMS will highlight eight different teachers each month to bolster family atmosphere and sense of well being.</p> <p>4.) RMS Faculty Advisory Committee will design opportunities for students to take leadership initiatives to improve the wellbeing of all stakeholders.</p> <p>Staff Responsible for Monitoring: Administration CCMR Committee Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. Root Cause: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2025 school year.

Performance Objective 2: Ensure staff and students have a sense of safety and security while at Richland Middle School.

High Priority

Evaluation Data Sources: Faithfully present all BISD Safety and Security Videos to appropriate groups.

Strategy 1 Details
<p>Strategy 1: Perform safety walkthroughs to ensure that safety and security guidelines are being followed.</p> <p>Actions: 1.) Administration/Head custodian will perform weekly walkthroughs to identify and address potential safety concerns on campus.</p> <p>2.) Administration will put any safety heat tickets into the system within 24 hours of walkthroughs.</p> <p>3.) Administration will adhere to District guidelines ensuring the safety of all.</p> <p>4.) Administration will conduct monthly safety drills utilizing NAV360 as its reporting system.</p> <p>Staff Responsible for Monitoring: Administration Head custodian</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge.</p> <p>Root Cause: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.</p>
Perceptions
<p>Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. Root Cause: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2025 school year.

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

Evaluation Data Sources: Sign in sheets for all meetings that are appropriate.

Strategy 1 Details
<p>Strategy 1: Develop and implement a Parent Involvement and Family Engagement policy for the campus</p> <p>Actions: 1.) Administration team will create the plan and distribute the plan to all stakeholders.</p> <p>2.) RMS has a Social Community committee designed to reach out to all stakeholders with fidelity and report back to administration on a monthly basis.</p> <p>3.) RMS will provide opportunities for stakeholders to be involved in Community Engagement events throughout the 2025 school year.</p> <p>Staff Responsible for Monitoring: Administration CNA Committee</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p>

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>
School Processes & Programs
<p>Problem Statement 1: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. Root Cause: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.</p>
Perceptions
<p>Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. Root Cause: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.</p>

State Compensatory

Budget for Richland Middle School

Total SCE Funds: \$448,768.00

Total FTEs Funded by SCE: 5.23

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 Richland Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cynthia Silva	Teacher	1
Inia Umpierre	Reading Intervention	0.65
Leslie Thomas	Teacher	0.29
Lindsay Nicol	Teacher	1
Louisa Clayton	Teacher	0.29
Lynn Poston	Student Assistance Counselor	1
Marian George Mekhail	Educational Assistant	1

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

2.1: Campus Improvement Plan developed with appropriate stakeholders

All eligible schools operating a schoolwide program shall develop a Campus Improvement Plan.

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

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

Community Members:
Fred Maldonado
Student Members:
Justin Howell, Sampson Aldridge, Yeslian Rodriguez
Teachers:
Jonathan Mickens, Alexis Lopez, Elizabeth Traylor, Courtney Mata, Stacy Howell, Amanda Walker
Administrators:
Billy Neal
Other District Personnel:
Sharon Lane, Jennifer Moreau, Jeannie Cannata

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

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 CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The campus must indicate locations where the LEA made the CIP available. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (specify "other").

The district and Title 1, Part A campuses will ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand (websites, emails, letters).

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

1. Identify students who may be at risk for academic failure with ongoing assessments and data gathering.
2. Provide additional education assistance to individual students who need help in meeting the challenging State academic standards.

Through the Campus Needs Assessment, 65.9% 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

1. Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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

1. Identify and provide services to at risk students, including homeless and teen parents that will support their enrollment, attendance, and success.

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

Annually evaluate the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. [ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)].

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

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Develop jointly with, agree on with, and distribute to parents of participating children the district's written parent involvement policy. The district will incorporate this policy into the district's plan. Title 1, Part A schools will also develop parent and family engagement policies. All policies will be made available to parents to improve the involvement in child's education and academic achievement.

2. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and its program in improving the academic quality of its Title 1, Part A schools, both at the district and campus level. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (Specify “other”).

The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify “other”).

SAMPLE ANSWER

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

Community Members:
Fred Maldonado
Student Members:
Justin Howell, Sampson Aldridge, Yeslian Rodriguez
Teachers:
Jonathan Mickens, Alexis Lopez, Elizabeth Traylor, Courtney Mata, Stacy Howell, Amanda Walker
Administrators:
Billy Neal
Other District Personnel:
Sharon Lane, Jennifer Moreau, Jeannie Cannata

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

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Conducting a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title 1, Part A schools. An annual meeting for Title 1, Part A parents will be held each Title 1 campus. The district will provide training for schools on Title 1, Part A and best practices in conducting the Title 1, Part A Annual Meetings where parents are informed on how funds are used on their campus for parental involvement activities.

2. Support its Title 1, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement. Capacity building activities and training (i.e. Literacy Night, Math and Science events, Homework Help) will be provided to parents to increase academic achievement through district-wide and campus efforts. The district will coordinate these efforts and strategies with other federal and state program in a variety of ways.
3. Birdville ISD is committed to working together with parents, students, the community and other stakeholders to improve student achievement. All school and district activities will promote and encourage parental involvement. Title 1, Part A schools will identify any barriers to greater participation by parents in activities of participating children with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
4. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

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 Jumpstart Back to School Event (Tuesday, 08/15/2022 4:30-6:30) on campus
- August Title I Meeting (Tuesday, 08/15/2022, 5:30 - 6:30) on campus
- August Meet the Teacher Night (Thursday, 08/25/2022) on campus
- September Heritage Night (Monday, 09/26/2022) on campus
- September Title I Meeting (Monday, 09/26/2022) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- March Open House (Thursday 03/22/2023) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Walker	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	SCE Campus Personnel		\$448,768.00
Sub-Total					\$448,768.00
Budgeted Fund Source Amount					\$448,768.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Facilitator		\$75,746.00
1	2	1	Professional Development		\$26,827.00
1	2	5	Tutors		\$48,000.00
1	2	6	Title I Family Engagement		\$13,800.00
Sub-Total					\$164,373.00
Budgeted Fund Source Amount					\$164,373.00
+/- Difference					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Facilitators		\$78,122.00
Sub-Total					\$78,122.00
Budgeted Fund Source Amount					\$78,122.00
+/- Difference					\$0.00
Grand Total Budgeted					\$691,263.00
Grand Total Spent					\$691,263.00
+/- Difference					\$0.00