Birdville Independent School District

Richland Middle School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2022

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 24% of the students on campus are designated Special Education and over 26% limited English proficient students. With the increase in our Hispanic and Black/American population Richland Middle School will utilize resources to prepare and accommodate new students to ensure we are providing the best education for them, both socially and academically.

Student Population 2022 (CY=Current Year/PY=Previous Year)

- Grade 6: CY - 239; PY - 203; Change: +36
- Grade 7: CY - 211; PY - 212; Change: -1
- Grade 8: CY - 231; PY - 240; Chan42: -9
- Total Student Population Change: +26 students

Ethnic Distribution

- African American: CY - 20.95%; PY - 21.53%; Change: -0.58%
- Hispanic: CY - 49.85%; PY - 48.55%; Change: +1.30%
- White: CY - 22.48%; PY - 23.21%; Change: - 0.73%
- American Indian: CY - 0.76%; PY - 0.76%; Change: -0.00%
- Asian: CY - 1.07%; PY - 0.92%; Change: +0.15%
- Pacific Islander: CY - 0.31%; PY - 0.45%; Change: -0.14%
- Two or more races: CY - 4.59%; PY - 4.58%; Change: -0.01%

Economically Disadvantaged: CY - 78.59%; PY - 76.35%; Change: +2.24%

Emergent Bilingual (EB): CY - 27.4%; PY - 24.1%; Change: +3.30%

At-Risk: CY - 65.90%; PY - 59.97%; Change: +5.93%

Mobility rate was 20.9%

Demographics Strengths

We had increases demographically in the Hispanic and EB populations. The district has provided support in personnel to meet these needs. The district has also provided beginning of the year training to assist our core departments with techniques when working with EB students. This will be an ongoing process to work with the district of training and support. We will be strategic in utilizing PLC time to provide continuing SIOP training for staff at RMS.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Filling the academic gaps of children could pose a problem in the academic level classrooms. RMS had an increase in it Economically Disadvantaged, At-Risk, and Emergent Bilingual populations . Along with this increase RMS had a decrease in the white population. These are all areas of need for improvement.
Root Cause: When almost 20% of your population is mobile, you are combining a variety of learning styles and teaching methods into one classroom. This poses opportunities for our teachers to find ways to meet the children where they are before moving students to the levels of those children who have attended schools for a number of years.

Student Learning

Student Learning Summary

Richland Middle School showed gains in several areas in 2022. Both 6th grade math and 8th grade reading continued to improve with an overall 80% Approaches Grade Level score. While 8th grade social studies has been a problem area, scores showed growth in 2022 with a 7% improvement in Approaches Grade Level and an 11% improvement with Emergent Bilingual students. The 8th grade science test also showed improvement in Emergent Bilingual students with an 18% increase in Approaches Grade Level.

We have identified some focus areas for Richland Middle School. In 5 of the 8 tests, the overall passing rate for Special Education students decreased. While the Approaches Grade Level improved on 5 of the tests, the Meets Grade Level has decreased in 4 of the 8 tests.

8th grade STAAR Approaches Grade Level (2022):

- Math: Actual -68% ; Target - 73%;
- Reading: Actual- 80% ; Target - 83%;
- Science: Actual - 75%; Target - 80%;
- Soc St: Actual - 61% ; Target - 66%;
- Algebra 1: Actual -100% ; Target - 100%;

7th grade STAAR Approaches Grade Level (2022)

- Math: Actual -63% ; Target - 68;
- Reading: Actual -77% ; 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 (2022)

- 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 (2022)

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

6th grade STAAR Masters Grade Level (2022)

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

8th grade STAAR Special Ed Performance Approaches Grade Level (2022)

- 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 (2022)

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

6th grade StAAR Special Ed Performance Approaches Grade Level (2022)

- 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 2021/2022 school year overall and across all sub populations. Both Special Education and EB students had impressive gains through all grades and subject areas. A big celebration was our Resource Reading scores where Kim Smith our resource teacher was able to bring home gains at all three grade levels. Another celebration was our Algebra I teacher, Stacy Howell, was able to reach 100% of the student reach Approaches. This will be good as we strive to wipe out all of our Targeted areas that have been identified by the state and federal governments.

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. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause:** Our EB population accounts for approximately 27 percent 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 Special Education populations. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause:** These students are usually two to grade levels behind academically. We are hoping to move more candidates out into inclusion classes instead of resource where appropriate.

School Processes & Programs

School Processes & Programs Summary

This year there were very few turnovers in the teaching staff. This in large part is due to many teachers now feeling like Richland Middle School is their home and calling. Mentor teachers are 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 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 Houses evolving into a true success story. The House Committee has planned an amazing first community day for our students. It involved 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. Everyone has been a good sport and participated well.

The teachers also had their own form of team building during staff development. Teachers were partnered in groups of four and asked to do a scavenger hunt within our school zone. 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 2021/2022 school year most of them cancelled at the last minute due to COVID 19 sanctions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause:** Events were developed and executed early in the year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

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): As stated before due to COVID 19 community and student involvement is low and almost non-existent. This is an ongoing concern that will be measured in the 2023 school year. **Root Cause:** Events were developed and executed early in the 2021 year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

Priority Problem Statements

Problem Statement 2: Filling the academic gaps of children could pose a problem in the academic level classrooms. RMS had an increase in it Economically Disadvantaged, At-Risk, and Emergent Bilingual populations . Along with this increase RMS had a decrease in the white population. These are all areas of need for improvement.

Root Cause 2: When almost 20% of your population is mobile, you are combining a variety of learning styles and teaching methods into one classroom. This poses opportunities for our teachers to find ways to meet the children where they are before moving students to the levels of those children who have attended schools for a number of years.

Problem Statement 2 Areas: Demographics

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. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year.

Root Cause 1: Our EB population accounts for approximately 27 percent 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 1 Areas: Student Learning

Problem Statement 3: Although there have been amazing events during the 2021/2022 school year most of them cancelled at the last minute due to COVID 19 sanctions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year.

Root Cause 3: Events were developed and executed early in the year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: As stated before due to COVID 19 community and student involvement is low and almost non-existent. This is an ongoing concern that will be measured in the 2023 school year.

Root Cause 4: Events were developed and executed early in the 2021 year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There are still several areas below a 50% Approaches Grade Level Pass Rate in our Special Education populations. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year.

Root Cause 5: These students are usually two to grade levels behind academically. We are hoping to move more candidates out into inclusion classes instead of resource where appropriate.

Problem Statement 5 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
- 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
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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: All students will make at least one year's progress in reading between the beginning and end of year.

High Priority

HB3 Goal

Evaluation Data Sources: Richland Middle School Students will be measured for growth using the STAR 360 Screener and Istation for Reading.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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.) Interventionists will meet with Tier 2 and 3 students to conduct individual PDSA cycles on a monthly basis following progress monitoring tests. 2.) Admin/academic coach will monitor pdsa data and meet with teachers/interventionists as needed to support PDSA cycles. 3.) Students will monitor their Student Evidence on a weekly basis and reflect upon personal growth. 4.) District Personnel will provide PLC training to all core departments by the end of October about effect PDSA use in the classroom. **Staff Responsible for Monitoring:** Reading interventionists Reading/ELAR teachers ELAR secondary content coordinator Academic coach District PAR Administration Students **Problem Statements:** Demographics 1 **Funding Sources:** Instructional Coach - 255 - Title II - $73,506				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. 2.) Admin and academic coach will utilize targeted walkthroughs to determine saturation of reading strategies in classrooms. **Staff Responsible for Monitoring:** All Core teachers All CATE teachers Academic Coach Administration ELAR secondary content coordinator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** Instructional Coach - 255 - Title II				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Offer ongoing professional learning during PLC that will positively impact the success of our EB students. **Actions:** 1.) Take a chunk and chew approach each nine weeks when it comes to tackling different ways to successfully work with EB students. We can start with Ellevation by teaching the educators how to access the program and teaching them how to understand the data. 2.) Future 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 Administrator over EB **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Filling the academic gaps of children could pose a problem in the academic level classrooms. RMS had an increase in it Economically Disadvantaged, At-Risk, and Emergent Bilingual populations . Along with this increase RMS had a decrease in the white population. These are all areas of need for improvement. **Root Cause**: When almost 20% of your population is mobile, you are combining a variety of learning styles and teaching methods into one classroom. This poses opportunities for our teachers to find ways to meet the children where they are before moving students to the levels of those children who have attended schools for a number of years.

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. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause**: Our EB population accounts for approximately 27 percent 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

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

HB3 Goal

Evaluation Data Sources: Richland Middle School will hope to experience significant gains in STAAR scores so that we can begin to walk away from targeted problem areas as outlined by the state and federal government.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software. **Actions:** Utilize multiple funding sources to pay for professional development, instructional resources and technology to be used in Tier I instruction. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** Instructional Resources - 211 - Title I - $20,000, Professional Development - 211 - Title I - $10,188				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 HB4545. 3.) Administration will have individual data discussions with core teachers by 10/28/2022. 4.) Academic Coach 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 Academic Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** Instructional Coach - 255 - Title II, Campus Personnel - 199 - General Funds: SCE - $341,489				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use BOY, MOY and EOY Screeners, CBA's, State Interim tests in the spring of 2023 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 academic coach will monitor watch list document and support teachers as necessary. **Staff Responsible for Monitoring:** Core content teachers Administration Academic coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Coach - 255 - Title II				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **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 Academic Coach **TEA Priorities:** Improve low-performing schools - **Problem Statements:** Demographics 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Science department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Science student's familiarity with the STAAR 2.0 test. **Actions:** 1.) Academic Coach/Admin will observe interactions and provide feedback to teachers regarding these interaction. 2.) Science team will reflect and report back to PLC on the effectiveness of these interactions. 3). Academic Coach will provide TEKS based support through the 2023 school year during PLC's. **Staff Responsible for Monitoring:** Science PLC Administration Academic Coach **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Coach - 255 - Title II				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Work with the Multilingual department to improve student TELPAS scores in the areas of speaking activities and academic vocabulary. **Actions:** 1.) Work together to develop opportunities for all students to practice speaking in different settings such as presentations and small group activities. 2.) Find ways that BOLD Literacy can be used with our EB students. 3.) Train teachers on how to use academic vocabulary acquisition instructional strategies that will work best with our EB population. **Staff Responsible for Monitoring:** District EB Liaison Administrator over EB ELAR teachers Theater Art Teacher Newcomer Teacher Spanish Teacher **Problem Statements:** Student Learning 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Offer Tutorials before and after school for all students in areas of deficiencies based on the state TEKS. Due to HB4545 this is an ongoing concern that will be measured in the 2023 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 HB4545 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 Administration Academic Coach **Problem Statements:** Demographics 1 **Funding Sources:** Tutors - 211 - Title I - $77,000, ESSER Tutors - ESSER - $25,150				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Enlist community and business partners to assist in providing support to students and families. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Actions:** 1.) Create a 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 08/25/2022 5.) Provide opportunities, on and off campus, for our Life Skills Students to experience real-life working scenarios. 6.) Work with PTA and ASPIRE to develop parent and community involvement. **Staff Responsible for Monitoring:** Campus Administration ASPIRE Coordinator Corporate Sponsor and Campus Liaison PTA Parents RMS Teachers and Staff Community members AABLE and ACCESS Teachers and Students Local Businesses **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** AABLE and ACCESS Life Trips - 199 - State Special Ed. - $2,500, Supplies for Teachers and Students - 404 - Grant - $50,000, Latino Family Literacy Project - 263 - Title III - $5,000, Title I Family Engagement - 211 - Title I - $2,206				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Use Title I funds to supplement teachers' salaries in the areas of Reading and Math Interventions. **Actions:** We will use Title I funds to pay for the following instructional positions: Amanda Walker .5 Math Interventionist Inia Umpierre .5 Reading Interventionist **Staff Responsible for Monitoring:** Principal Principal's Secretary BISD Personnel. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** Teachers salaries - 211 - Title I - $75,988, Instructional Resources - 211 - Title I - $24,536				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Filling the academic gaps of children could pose a problem in the academic level classrooms. RMS had an increase in it Economically Disadvantaged, At-Risk, and Emergent Bilingual populations . Along with this increase RMS had a decrease in the white population. These are all areas of need for improvement. **Root Cause**: When almost 20% of your population is mobile, you are combining a variety of learning styles and teaching methods into one classroom. This poses opportunities for our teachers to find ways to meet the children where they are before moving students to the levels of those children who have attended schools for a number of years.

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. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause**: Our EB population accounts for approximately 27 percent 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

School Processes & Programs

Problem Statement 1: Although there have been amazing events during the 2021/2022 school year most of them cancelled at the last minute due to COVID 19 sanctions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause**: Events were developed and executed early in the year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

Perceptions

Problem Statement 1: As stated before due to COVID 19 community and student involvement is low and almost non-existent. This is an ongoing concern that will be measured in the 2023 school year. **Root Cause**: Events were developed and executed early in the 2021 year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

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. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 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 and Capturing Kids Hearts. Those individuals will have private conversations to encourage them to participate in this activity.
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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Distribute weekly points to Houses from individual classrooms that promote high quality instruction and interaction among peers and between students and adults. **Actions:** 1.) Teachers will award up to 200 points per week between the different Houses based on specific learning and behavioral successes (PBIS) 2.) Teachers will upload points using a Google Form and campus implementation team will review points for consistency and timely reporting. 3.) House Committee will post points weekly for students to see and support communities as necessary. **Staff Responsible for Monitoring:** Teachers Administration Academic Coach Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Campus Culture Activities - 211 - Title I - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the district Character Strong curriculum in leadership classes to address cyberbullying and social media use and misuse. **Actions:** 1.) RMS Way Committee will distribute 36 citizenship lessons using the Character Strong curriculum to the campus teachers over the course of the 2023 school year. 2.) Campus teachers will utilize the curriculum in their leadership classes throughout the 2023 school year. 3.) Admin/RTI team will collect data on number of reported cyber incidents and compare data to previous years. **Staff Responsible for Monitoring:** Teachers Administration RMS Way Committee **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Character Strong Curriculum implementation to help develop Leadership Characteristics and Capturing Kids Hearts 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 Flippin Group to provide Capturing Kids Hearts training during the 2023 school year. 3.) Social Emotional Lessons provided by Capturing Kids Hearts 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:** Leadership Committee Administration All Faculty and Staff at RMS **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Character Matters Program - 211 - Title I - $5,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Although there have been amazing events during the 2021/2022 school year most of them cancelled at the last minute due to COVID 19 sanctions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause**: Events were developed and executed early in the year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.
Perceptions
Problem Statement 1: As stated before due to COVID 19 community and student involvement is low and almost non-existent. This is an ongoing concern that will be measured in the 2023 school year. **Root Cause**: Events were developed and executed early in the 2021 year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

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. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 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 92% to 95%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students with perfect attendance every nine weeks will win prizes or receive special accolades. **Actions:** 1.) Attendance clerk will provide ADA by nine weeks. 2.) Develop a student committee to find what motivates today's student to attend school. 3.) Students with perfect attendance will receive an approved food of choice that they can enjoy after lunches. 4.) Students with perfect attendance by semester will win another type prize using funds provided by RMS. 5.) Student names who have had perfect attendance all will be entered in a drawing and win something agreed upon by the student 2023 perfect attendance committee. **Staff Responsible for Monitoring:** Administration Attendance clerk Student Perfect Attendance Committee **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** BISD Student Services - 199 - General Funds - 199-11-6498-48-043-99-043 - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop a comprehensive plan for parent conferences and communication with regard to student absences. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 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. **Staff Responsible for Monitoring:** Administration Teachers Attendance clerk **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Filling the academic gaps of children could pose a problem in the academic level classrooms. RMS had an increase in it Economically Disadvantaged, At-Risk, and Emergent Bilingual populations . Along with this increase RMS had a decrease in the white population. These are all areas of need for improvement. **Root Cause**: When almost 20% of your population is mobile, you are combining a variety of learning styles and teaching methods into one classroom. This poses opportunities for our teachers to find ways to meet the children where they are before moving students to the levels of those children who have attended schools for a number of years.

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 2023 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Employ continuous improvement cycles in all core classes for each unit of instruction. **Actions:** 1.) 1st PD portion of the CI cycle will be done the first week of each nine weeks with academic coach and administration. 2.) Evidence on PDSA will be collected by admin and academic coach during walkthroughs and a administrative PDSA cycle will be held during admin staff meeting to address needs for teachers. 3.) Individual teacher support will be delivered by coaches and admin as needed. 4.) New teacher evidence/PDSA training will occur during August PD by RMS administration and district personnel. **Staff Responsible for Monitoring:** Academic coach Administration Department chairs Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use behavioral RTI (MTSS) data as well as other discipline data to increase student time in class. **Actions:** 1.) Data will be collected by asst. principals each session of RTI. 2.) Teachers and administrators will review the data and develop plans that will hopefully help behavior students experience more success in the classroom. 3.) Administrators will begin weekly discipline reviews to ensure effectiveness of behavior monitoring systems. **Staff Responsible for Monitoring:** Administration Academic coach Counselors **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause**: Our EB population accounts for approximately 27 percent 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

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 2023 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 or campus survey in May 2023 to gauge the success of this goal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Character Strong and Capturing Kids Hearts to increase the general feelings of well being among the stakeholders on campus. **Actions:** 1.) Leadership lessons surrounding safe and appropriate interactions at school will be developed by teachers, vetted by the Leadership Committee, and implemented during Ram time. 2.) Staff will utilize CKH training to encourage the sense of well being among all stakeholders on campus. **Staff Responsible for Monitoring:** Administration Leadership Committee Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Professional development - 211 - Title I - $24,006				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: As stated before due to COVID 19 community and student involvement is low and almost non-existent. This is an ongoing concern that will be measured in the 2023 school year. **Root Cause**: Events were developed and executed early in the 2021 year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

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 2023 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Perform safety walkthroughs to ensure that safety and security guidelines are being followed. **Actions:** 1.) Administration/Head custodian will perform weekly walkthroughs to identify and address potential safety concerns on campus. 2.) Administration will put any safety heat tickets into the system within 24 hours of walkthroughs. 3.) Administration will adhere to District guidelines ensuring the safety of all. 4.) Administration will conduct monthly safety drills utilizing NAV360 as its reporting system. **Staff Responsible for Monitoring:** Administration Head custodian				

No Progress | Accomplished | Continue/Modify | Discontinue

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 2023 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a Parent Involvement and Family Engagement policy for the campus **Actions:** 1.) Administration team will create the plan and distribute the plan to all stakeholders. 2.) RMS will create a Social Community committee designed to reach out to all stakeholders with fidelity and report back to administration on a monthly basis. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Although there have been amazing events during the 2021/2022 school year most of them cancelled at the last minute due to COVID 19 sanctions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause**: Events were developed and executed early in the year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

State Compensatory

Budget for Richland Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 7.5
Brief Description of SCE Services and/or Programs

Personnel for Richland Middle School

Name	Position	FTE
Amanda Walker	Math Interventionist	0.5
Cindy Silva	ESL Teacher	1
Courtney Mata	Reading Interventionist	1
Erin Melenka	Math Intervention EA	1
Inia Umpierre	Reading Interventionist	1
Lynn Poston	Student Assistance Counselor	1
Marian George Mekhail	ESL EA	1
Yesenia Becerra	Reading Intervention EA	1

Title I

1. Comprehensive Needs Assessment (CNA)

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. Campus Improvement Plan

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

Community Members:

Fred Maldonado

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. Annual Evaluation

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. Parent and Family Engagement (PFE)

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 skils 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

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Amanda Walker	Math Interventionist	Title I	0.5
Inia Umpierre	Reading Interventionist	Title I	0.5
Jennifer Moreau	Instructional Coach	Title II	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Campus Personnel		$341,489.00
				Sub-Total	$341,489.00
				Budgeted Fund Source Amount	$341,489.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Professional Development		$10,188.00
1	2	1	Instructional Resources		$20,000.00
1	2	7	Tutors		$77,000.00
1	2	8	Title I Family Engagement		$2,206.00
1	2	9	Instructional Resources		$24,536.00
1	2	9	Teachers salaries		$75,988.00
1	3	1	Campus Culture Activities		$5,000.00
1	3	3	Character Matters Program		$5,000.00
3	1	1	Professional development		$24,006.00
				Sub-Total	$243,924.00
				Budgeted Fund Source Amount	$243,924.00
				+/- Difference	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$73,506.00
1	1	2	Instructional Coach		$0.00
1	2	2	Instructional Coach		$0.00
1	2	3	Instructional Coach		$0.00
1	2	5	Instructional Coach		$0.00
				Sub-Total	$73,506.00
				Budgeted Fund Source Amount	$73,506.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	7	ESSER Tutors		$25,150.00
				Sub-Total	$25,150.00
				Budgeted Fund Source Amount	$25,150.00
				+/- Difference	$0.00
				Grand Total Budgeted	$684,069.00
				Grand Total Spent	$684,069.00
				+/- Difference	$0.00