

Birdville Independent School District

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

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

Core Beliefs

1. We create an environment where students and parents feel cared about, valued, welcome, and have a sense of belonging.
2. We teach students to take risks, to be comfortable with the prospect of failure, to learn from their mistakes, and to not be discouraged by them.
3. We embrace new challenges as opportunities for growth.
4. We build strong relationships to foster social, emotional, and academic growth.
5. We treat all students with respect, regardless of race, religion, sexual orientation, disability, or economic status.
6. We achieve academic potential through a shared culture of good citizenship and the ongoing pursuit of excellence.
7. We model and teach respect, acceptance, cooperation, empathy, and kindness.
8. We show excitement and knowledge about the learning process.
9. We show pride and ownership of our campus.
10. We are empowered to create unique, memorable, and personal experiences to encourage parent involvement and student success.
11. We own and immediately resolve problems and model self-accountability by being solution-seekers, not problem-finders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Richland Middle School serves as of July 2019: Total 916

Based on 2019 data:

males 475
females 441
Hispanics 400
American Indian/Alaskan 5
Asian 42
African American 103
Hawaiian/Pacific Islander 3
White 333
Two or More Races 26

Identified Students:

Title I
Special Education 79
GT 87
Career and Tech 288
LEP 197
Migrant
EconDis 609
At-Risk 434
Immigrant
Transfer Students

Demographics Strengths

- 1) LEP made improvement on the 7th grade Reading and Writing STAAR.
- 2) LEP made improvement across all 8th grade content on STAAR.
- 3) African Americans improved in 8th grade Social Studies Approaches on STAAR.
- 4) Economically Disadvantage made improvements on 7th grade Reading and Writing STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Male students did not perform as well as female students across all content on the 2018-2019 STAAR.

Problem Statement 2: Special Education decreased in Approaches grade level across all contents on 2018-2019 STAAR.

Problem Statement 3: LEP decreased in 6th grade in both Math and Reading STAAR.

Problem Statement 4: Hispanic decreased across all Reading and Math STAAR test.

Student Learning

Student Learning Summary

North Richland received a Met Standard rating for 2018-19 school year. The continued improvement in the campus is due to focus on improving Tier 1 priorities with collaboration between teachers and Academic Coach, focus on implementation of Literacy Strategies, RtI interventions through math, reading and LEP interventionist, use of backwards design for common assessments, intensive data discussions with a focus on ELL and Sped populations, a focus on Culturally Responsive Teaching to target intentional instruction to support all learners, implementation of STEM curriculum in Math and Science through PBL's, PLC collaboration of Tier 1 priorities to increase rigor, relevance and engagement, Tier 2 and 3 intervention with Edgenuity and Read 180, structured tutorial sessions within and outside of the school day to enrich and remediate all students. Students scored as follows:

6th grade Reading 61%
6th grade Math 79%
7th grade Reading 72%
7th grade Math 79%
7th grade Writing 66%
8th grade Reading 77% (*1st admin)
8th grade Math 84% (*1st admin)
8th grade Social Studies 63%
8th grade Science 89%
8th grade Algebra 96%

STAAR Alt 2 100%

Student Learning Strengths

- 1) 7th Grade Reading scores increased in both approaches and meets grade level.
- 2) 7th grade Writing scores increased in both approaches and meets grade level.
- 3) 8th grade Science scores increased significantly in both approaches and meets grade level.
- 4) 8th grade Reading scores increased in both approaches and meets grade level.
- 5) 8th grade Social Studies scores increased in both approaches and meets grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The 6th grade scores decreased across both Math and Reading on the 2018-2019 STAAR.

Problem Statement 2: The 7th grade Math scores decreased on the 2018-2019 STAAR.

Problem Statement 3: The 8th grade Math scores decreased on the 2018-2019 STAAR.

School Processes & Programs

School Processes & Programs Summary

- NRMS daily schedule consists of 8 classes, seven being 45 minutes, in 7th and 8th grade, 6 being 45 minutes in 6th grade and one being 53 minutes. Mathematics being blocked with two 45 minute periods one consisting of intervention and 6th and 7th grade English Language Arts is blocked with two 45 minute periods.
- All NRMS teachers offer tutorials to students, with at least one morning tutorial session and one afternoon tutorial session to accommodate students needs.
- Teachers utilize PLC to plan using the Planning for Learning Protocols to align teaching to the rigor of the TEKS, CBA's, Interim Assessments and STAAR, with a focus on backwards design of assessments to ensure alignment of taught and tested curriculum.
- CBA's and Interim Assessments are used to measure students growth on curriculum and are analyzed using district CBA protocols.
- Instructional Coherency Documents outline expectations for core content classrooms.
- Departments implement grade-level and team SMART goals to monitor students progress throughout the year. Goals are shared with students and monitored on a six-weeks basis as part of the PDSA protocols.
- RtI is implemented through a pull-out during one period of the math block and through Reading Intervention Classes. Collaboration between the Interventionist and Classroom teachers determine placement of students through an RtI Conference using data from STAAR scores, Universal Screeners, classroom grades and teacher observations.
- A focus on the district and campus professional learning in literacy development through the campus wide implementation of Literacy strategies in all contents and a focus on Read, Write, Think and Discuss.
- The campus professional learning focuses on the continued implementation of continuous improvement process and tools, including a PDSA board, posting of mission statements and use of student data folders.
- The campus implementation of STEM curriculum through Science and Math classes through the use of PBL's to increase the rigor and relevance.
- The District Language Acquisition coach provides training and support for teachers on the use of SIOP strategies and ELLevation software to analyze data for students.
- Specialized programs for special education students. PASS is designed to serve students whose behaviors impede their learning or the learning of others. SEEC program is an early intervention environment designed to meet the need of K-8 grades students who have multiple learning and language barriers.
- Staff is recruited through job fairs, local universities and staff recommendations.
- Our campus has a number of resources available to teachers. Classrooms are equipped with one computer and projector for teacher use and document camera's are available for use. All classrooms are 1 to 1 student to device usage. There is a Math and Reading Intervention Computer Lab that is equipped with 32 desktop computers. There are 2 computer labs equipped with 28 desktops for our CTE and Technology Applications classes. The library has a computer lab available for classes equipped with 31 desktop computers, a teacher computer with a projector. There is a Green screen room equipped with an iPad. Available for checkout are Chromebooks, iPads and mini iPads. The Maker Space has 2 digital printers available. There are network printers available for teacher use in the academic and office areas.
- Classrooms will be equipped with Clear Touch interactive panels. We currently have 6 classrooms equipped with the panels.
- Teachers have personal Chromebooks for their use.

School Processes & Programs Strengths

- Teachers utilize the instructional time to the fullest by teaching bell to bell and not holding students back from another class period.
- PLC's are functioning. The focus on collaboration and use of district and campus protocols for analyzing assessments and instruction.
- Common Assessments results are used to guide future instruction and adjust current instruction. They are used for remediation and intervention of students to close gaps in learning.
- Common assessment data utilized through AWARE is used to evaluate the alignment of the taught and tested curriculum and provide appropriate interventions to support students
- CBA assessment protocols are completed for data analysis of instructional implications.

- SMART goals are monitored each six weeks to allow teachers to reflect on their goals and ensure they are moving towards the goal
- PBL implementation through Science and Math is evaluated through students final products and presentations. The data is used to evaluate the instructional purpose of the PBL and the students learning.
- NRMS teachers are attending professional development offered through the district in support of literacy strategies, continuous improvement, lesson planning system, technology resources and instructional best practices.
- NRMS teachers are utilizing Skyward to support students through attendance, grades, discipline, test scores, special education and communication with parents.
- NRMS teachers are utilizing Ellevation to support ELL learners with appropriate strategies.
- NRMS teachers are utilizing Canvas to support online and face to face learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The data indicates a focus on Special Education is needed.

Perceptions

Perceptions Summary

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

Perceptions Strengths

- NRMS provided multiple community events for parents, students and staff including a Fall Haul and Family Game Night.
- Parents had opportunities to support students through band and choir concerts, theater performances and athletic events.
- Fall Open House was well attended.
- Campus Spelling Bee was well attended by parents and community members.
- Falcon Way groups provided opportunities for students to support our elementary school through reading and providing treats for elementary students
- Choir participates in Christmas carolling at the elementary schools and local community locations.
- Students reported they feel the culture of NRMS has improved and have offered suggestions to help other students feel connected.
- Students are clear of the expectations through the CHAMPS utilized in all classrooms, hallways and cafeteria.
- Character Strong curriculum is supported through Falcon Way with weekly lessons and activities to support social emotion learning for students and staff.
- College visits for 8th grade students to support postsecondary education.
- 8th grade day was well attended by parents and showcased 8th grade students accomplishment with an awards ceremony.
- Community Service Projects are being brought back through Falcon Way at the students request.
- Yearbook is being completed by students at their request.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PTA membership and support is low among parents and is mostly comprised of faculty members.

Problem Statement 2: Campus culture is improving with staff and continued support for student stakeholders with campus involvement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

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

Employee Data

- Campus department and/or faculty meeting discussions and data

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





Performance Objective 1: All students will make at least one year's progress in reading between the beginning and end of year.

HB3 Goal

Evaluation Data Sources: STAR 360 Lexile Data

Summative Evaluation: None

<p>Strategy 1: Literacy focus through Tier 1 priorities across all content areas.</p> <p>Actions: A) Oversee the use of district literacy initiative through literacy strategies and Read, Write, Think , Discuss. B) Utilize campus leadership to provide professional development around literacy C) Use walk through data to collect data on the use of literacy instruction in classrooms D) Provide Feedback to teachers to support literacy use through Read, Write, Think, Discuss. E) Evaluate the use of literacy strategies and the use of Read, Write, Think and Discuss F) Assist teachers with collecting data on the use of literacy strategies and differentiation of instruction G) Provide appropriate support for teachers on the use of literacy strategies across contents to support learning for all students. H) Communicate the campus literacy expectations to all staff.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team (includes Department heads, admin and academic coach)</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: Support co-teach and Newcomers to ensure that specialized programs are aligned to general education Tier 1 Instruction and literacy focus.</p> <p>Actions: A) Provide training to general education teachers to support the learning of students receiving specialized services B) Provide training on resources to support literacy instruction for students receiving specialized services C) Provide training to staff to ensure use of district RtI procedures for students in specialized services D) Utilize the district Language Acquisition Coach to ensure training of resources and instruction for students in specialized services. E) Ensure training for all staff in literacy instruction and strategies that is aligned to specialized services program F) Communicate information about services with staff, students and parents.</p> <p>Staff Responsible for Monitoring: Administrative Leadership team (includes Department Heads, Admin and Academic Coach)</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Expand campus CIR cohort for increased rigor and relevance when designing student performance task.</p> <p>Actions: A) Provide training to cohort teachers on the rigor and relevance framework B) Increase CIR Cohort to include 3 additional teachers second semester C) Utilize CIR rubric on rigor, relevance and engagement during lesson planning process. D) Cohort teachers will continue growth of CIR process across campus. E) Provide additional support to cohort for CIR process. F) Provide CIR training to new staff G) Utilize Academic Coach and department cohort teachers to provide support to new staff on rigor, relevance and engagement G) Utilize cohort teachers to continue additional training and support needs through PLC.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team (Included Department Heads, Admin and Academic Coach)</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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, PBMAS, and district CBA assessments.

HB3 Goal

Evaluation Data Sources: None





Summative Evaluation: None

<p>Strategy 1: Continued use of ELlevation software in all content areas and SIOP trained teachers to support ELL learners in all content areas.</p> <p>Actions: A) Provide training on ELlevation for all content teachers B) Provide training on SIOP strategies during PLC for all content teachers C) Utilize ELlevation data to provide information on students to enhance instruction. D) Provide support for teachers on instructional strategies of ELL learners through PLC Coaching and individual coaching</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, ELL Coach, Department Heads, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implementation of STEM inquiry through PBL's across Science and Math classrooms.</p> <p>Actions: A) Ensure all math and science teachers are STEM certified. B) Provide training on PBL to all new staff members C) Provide coaching on STEM domain's for teachers completing certification process D) Utilize STEM rubric to calibrate teachers implementation of domains within instruction through walk through data. E) Develop STEM PLC with department heads to provide support on area's of need based on data F) Develop STEM cross curricular units to begin whole campus STEM implementation.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, Admin and Academic Coach), Math and Science Teachers, Content Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Technology / Software - 211 - Title I - \$30,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs.</p> <p>Actions: A) Standardize processes for making decisions regarding programming, assessment, supports and accommodations for all students receiving specialized services B) Provide necessary resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student need C) Provide training to general education teachers to support the learning of students receiving specialized services D) Provide information to staff, parents and community about specialized programs</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, ELL Coach, Content Coordinators, SPED Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p> <p>Funding Sources: Bus transportation - tutorials - 211 - Title I - \$10,000, Instructional Resources - 211 - Title I - \$15,449</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Create campus plan to build a responsive learning environment to close learning gaps and create learning opportunities for students</p> <p>Actions: A) Create cohort of teachers to participate in Culturally Responsive Teaching Training B) Collect data on changes in students progress due to professional development. C) Use cohort teachers to provide coaching cycle for teachers during PLC. D) Utilize cohort to continue work with new teachers on CRT. E) Provide new teachers online CRT course and coaching cycles</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, Admin and Academic Coach)</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Intervention and CSR Personnel - 211 - Title I - \$118,165</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Enlist community and business partners to assist in providing support to students and families</p> <p>Actions: A) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. B) Identify and communicate the needs of the student population and their families with community partners C) Design and implement a Family and Parent Engagement Policy D) Host a Title 1 Meeting E) Develop and give a campus parent survey</p> <p>Staff Responsible for Monitoring: Administration Leadership Team, ASPIRE Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$1,855</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

<p>Strategy 1: Ensuring at-risk students remain engaged in school</p> <p>Actions: A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within four years. B) Investigate a plan to provide increased flexibility and personalization for students attending DAEP C) Utilize SRO officer to provide additional resources for students D) Provide opportunities to prepare for postsecondary possibilities through college visits.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implement programs and create conditions and expectations for students to be involved in co-curricular and extra curricular activities</p> <p>Actions: A) Coordinate co and extra curricular activities along with community activities B) Review data of extra curricular enrollment to determine effectiveness of program C) Review participation of community activities</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, Teacher Sponsors</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Implement programs that provide students opportunities outside the classroom to engage their interests.</p> <p>Actions: A) Implement programs the develop students interest outside the curriculum based on students interest B) Provide opportunities for students with Character Strong Curriculum C) Develop leadership and leadership skills across the campus to improve students social and emotional wellness D) Provide technology for students to pursue their interest and increase their learning opportunities.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, Counselors</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Funding Sources: Professional Development - 211 - Title I - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

<p>Strategy 1: Implement and monitor Behavior RtI process</p> <p>Actions: A) Implement the campus behavior RtI process b) Train staff on Behavior RtI process C) Align campus discipline with PBIS team suggestions D) Implement Campus wide PBIS plan, and communicate 3 year plan with staff. E) Monitor students assigned to DAEP and return to campus.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, Behavior Facilitator, Diagnostician, LSSP, PASS staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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.

Strategy 1: Increase student and staff attendance Actions: A) Ensure that our campus designs and implements improvement plan strategies to increase student attendance. B) Ensure that our campus designs and implements improvement plan strategies to increase staff attendance. C) Utilize resources to reward students for increased attendance to raise attendance to 96% D) Utilize resources to increase staff morale to increase staff attendance. Staff Responsible for Monitoring: Administrative Leadership Team	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.


<p>Strategy 1: Campus Continuous Improvement</p> <p>Actions: A) Expand continuous improvement implementation include additional elements and tools. B) Utilize PLC to provide professional development on continuous improvement in the classroom through Department Heads. C) Monitor implementation of Continuous Improvement implementation in the classrooms. D) Align PGSLO for teachers with continuous improvement. E) Use PDSA to evaluate campus programs F) Monitor PDSA through intentional data meetings with Admin to monitor growth on reassessment of needed content.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, Content Coordinators, Department Chairs</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


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


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

Strategy 1: Collect perception data from students on safety at school. Actions: A) Collect data from students on school safety B) Analyze data to identify areas of improvement C) Implement strategies to address areas of need D) Communicate safety drill expectations to all students E) Participate in monthly safety drills Staff Responsible for Monitoring: Administrative Leadership Team	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





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

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Strategy 1: Review district data about safety Actions: A) Complete safety training as provided by district B) Complete monthly safety walks of campus C) Utilize data from safety walks and safety audits to make improvements Staff Responsible for Monitoring: Assistant Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

<p>Strategy 1: Utilize CIP to focus campus improvement with students and staff</p> <p>Actions: 1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members. 2. Monitor growth towards meeting safety goals and academic growth.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, admin, and Academic Coach)</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Needs assessment was conducted during the writing of the CIP in August 2019. Due to Covid we continued the data use from Aug. 2019 as our progress measure.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Steve Ellis - Principal

Kathryn Humer - Assistant Principal

Michaela Blackmon - Assistant Principal

Felicia Cherry - Academic Coach

Amy Thornton - Sped Department Head

Karen Sanchez - Science Department Head

Andrew Wilson - SS Department Head

Joni Shadman - Math Department Head

Beverly Goodman - Elective Department Head

2.2: Regular monitoring and revision

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

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

The CIP will be posted on our campus website in English for stakeholders to have access to.

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

Parents:

Helen Petty

Ernest Petty

Alida Labbe

Teachers:

Amy Thornton

Kylie Cranford

Joni Shadman

Administrators:

Kathryn Humer, Assistant Principal

Other Campus and District Staff:

Jackie Bloom, Counselor

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 by request in the campus front office. Revision of Parent and Family Engagement continued from 2019 school year due to closing of schools due to Covid.

3.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for evenings s in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2020-21 (some may be virtual or rescheduled due to COVID):

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night
- October Title I Meeting
- December Book Fair
- January STEM Event
- March Open House
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Caralen Knott	Teacher		1
Jacquelyn Walley	Math Interventionist		.5

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Steve Ellis	
Administrator	Kathryn Humer	
Administrator	Michaela Blackmon	
Non-classroom Professional	Felicia Cherry	
Classroom Teacher	Karen Sanchez	
Classroom Teacher	Joni Shadman	
Classroom Teacher	Andrew Wilson	
Classroom Teacher	Amy Thornton	
Classroom Teacher	Kylie Cranford	
Classroom Teacher	Beverly Goodman	
Paraprofessional	Michelle Cano	

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Technology / Software		\$30,000.00
1	2	3	Bus transportation - tutorials		\$10,000.00
1	2	3	Instructional Resources		\$15,449.00
1	2	4	Intervention and CSR Personnel		\$118,165.00
1	2	5	Title I Family Engagement		\$1,855.00
1	3	3	Professional Development		\$10,000.00
Sub-Total					\$185,469.00
Budgeted Fund Source Amount					\$185,469.00
+/- Difference					\$0.00
Grand Total					\$185,469.00

Addendums



NORTH RICHLAND MIDDLE SCHOOL TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Pursuant to the Every Student Succeeds Act, Birdville Independent School District will:

1. Engage parents and families of participating children in a meaningful consultation to plan and implement programs, activities, and procedures for the involvement of parents in Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to, parents and families of participating children North Richland Middle School's written parent and family engagement policy.
3. Provide coordination, technical assistance, and other support for Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
4. Assist parents of children served by Title I, Part A schools in understanding such topics as state academic standards and assessments, how to monitor a child's progress, and how to work with educators to improve their children's achievement.
5. Provide materials and training to help parents work with their children to improve achievement at Title I, Part A schools.
6. With the assistance of parents, educate teachers, school leaders, and other personnel at Title I, Part A schools in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
7. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs that encourage and support parents at Title I, Part A schools.
8. Ensure that information related to Title I, Part A School and parent programs, meetings, and other activities are provided in a understandable and uniform format and in a language that parents can understand, to the extent practicable.
9. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the NRMS parent and family engagement policy in improving the academic quality of Title I, Part A schools. NRMS will use the findings to design strategies for more effective parent and family engagement and to revise, if necessary, its parent and family engagement policies.

Statement of Purpose

The purpose of the North Richland MS Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. NRMS has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per Section 1116 of Public Law 114-95, the district will support its campuses in their efforts to build capacities of the school staffs, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

The original policy was drafted by the NRMS Parent Advisory Council (BPAC), presented to a representative group of parents, edited, made available to all parents for further review and comment, and finalized with consideration of additional input from parents. Each year, the policy content and opportunities for parent involvement is evaluated and revised as needed.

Goals

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

Annual meeting

Each Title I, Part A campus will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. NRMS will support the efforts of Title I, Part A schools by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. These same district resources will be available to campuses to support a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

Parents' Right to Know

Each Title I, Part A campus will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Through the district's parent liaisons and staff, NRMS will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

To foster better collaboration with parents, NRMS will also provide the following services:

- Staff training regarding contributions parents make to their children's education
- Communication tools and templates for promoting activities and services offered at Title I, Part A schools
- Other support as needed to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities

School-Parent Compacts

Each Title I, Part A campus will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the Title I, Part A school and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Among others, each Title I, Part A school has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, NRMS will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent

participation. Based on this input and through a collaborative consultation process, the district and each Title I, Part A campus will review the existing family engagement policy and make revisions as necessary.



ESCUELA DE NORTH RICHLAND MIDDLE

TÍTULO I, PARTE A POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS

De conformidad con la Ley de éxito de todos los estudiantes, el Distrito Escolar Independiente de Birdville:

1. Involucrar a los padres y las familias de los niños participantes en una consulta significativa para planificar e implementar programas, actividades y procedimientos para la participación de los padres en las escuelas de Título I, Parte A.
2. Desarrollar conjuntamente, acordar y distribuir a los padres y familias de los niños participantes la política escrita de participación de padres y familias de Birdville ISD. Esta política se incorporará en el plan del distrito para el Título I, Parte A.
3. Proporcionar coordinación, asistencia técnica y otro tipo de apoyo a las escuelas de Título I, Parte A, en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar.
4. Ayudar a los padres de los niños atendidos por las escuelas Título I, Parte A a comprender temas como los estándares académicos estatales y las evaluaciones, cómo monitorear el progreso de un niño y cómo trabajar con educadores para mejorar el rendimiento de sus hijos.
5. Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento en las escuelas Título I, Parte A.
6. Con la ayuda de los padres, educar a los maestros, líderes escolares y otro personal de las escuelas Título I, Parte A, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo comunicarse, comunicarse con los padres y trabajar con ellos como iguales. socios, implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
7. Coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales que alientan y apoyan a los padres en las escuelas Título I, Parte A.
8. Asegúrese de que la información relacionada con el Título I, Parte A, la escuela y los programas para padres, reuniones y otras actividades se proporcionen en un formato comprensible y uniforme y en un idioma que los padres puedan entender, en la medida de lo posible.
9. Llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la efectividad de la política de participación de los padres y la familia de Birdville ISD para mejorar la calidad académica de las escuelas Título I, Parte A. Birdville ISD utilizará los resultados para diseñar estrategias para una participación más efectiva de los padres y la familia y para revisar, si es necesario, sus políticas de participación de los padres y la familia

Declaración de propósito

El propósito de la Política de Participación de Padres y Familias de Birdville ISD es promover una asociación de trabajo altamente efectiva entre las familias y el personal. Birdville ISD ha adoptado la política para garantizar que brindemos a los padres y familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de sus hijos. Además, según la Sección 1116 de la Ley Pública 114-95, el distrito apoyará a sus escuelas universitarias en sus esfuerzos por desarrollar las capacidades del personal escolar, así como las capacidades de los padres, las familias y los miembros de la comunidad, para trabajar juntos como socios iguales para tener éxito en mejorar el rendimiento para todos los estudiantes.

La política original fue redactada por el Consejo Consultivo de Padres de Birdville ISD (BPAC), presentada a un grupo representativo de padres, editada, disponible para todos los padres para una revisión y comentarios adicionales, y finalizado con consideración de aportes adicionales de los padres. Cada año, el contenido de la política y las oportunidades para la participación de los padres se evalúan y revisan según sea necesario.

Metas

- Las escuelas promueven la comunicación regular y bidireccional entre el hogar y la escuela
- Los padres, las familias, los educadores y los miembros de la comunidad ayudan a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de sus hijos
- Las escuelas proporcionan un ambiente seguro y abierto para que los padres y las familias visiten la escuela a la que asisten sus hijos y alienten activamente el apoyo y la asistencia de los padres y la familia para los programas escolares.
- Las escuelas y el personal desarrollan y entregan información y capacitación oportunas a los padres, incluidas las clases de idiomas
- Las escuelas responden a barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres y las familias que pueden limitar las oportunidades para participar plenamente en la educación de sus hijos
- Los padres y las familias apoyan el aprendizaje de sus hijos en el hogar y en la escuela y sirven como defensores de sus hijos
- Las escuelas difunden información a los padres en todas las notificaciones requeridas del Título 1

Reunión anual

Cada campus de Título I, Parte A celebrará una reunión anual de padres para educar a los padres sobre los fondos del Título I y cómo se utilizará para apoyar el compromiso de los padres y la familia. Birdville ISD apoyará los esfuerzos de las escuelas Título I, Parte A, proporcionando presentaciones en PowerPoint, equipos de traducción simultánea, herramientas de comunicación, traductores, guarderías e impresiones. Estos mismos recursos del distrito estarán disponibles para los campus para apoyar un número flexible de reuniones con los padres durante el año escolar. El objetivo principal de estas reuniones será establecer a los padres como socios iguales en el logro académico de sus hijos.

El derecho de los padres a saber

Cada Título I, Parte A del campus proporcionará a los padres una notificación anual que describe el derecho de los padres a conocer las calificaciones profesionales de los maestros del salón de clases que instruyen a sus hijos, así como a los paraprofesionales que brindan servicios al niño.

Creación de capacidad para asociaciones entre padres y la escuela

A través de los enlaces con los padres y el personal del distrito, Birdville ISD proporcionará los siguientes servicios a los padres:

- Capacitación para los padres para comprender la evaluación estatal y local de los estudiantes y los resultados de la evaluación
- Otras capacitaciones para padres basadas en necesidades y solicitudes identificadas
- Enlaces a recursos de agencias externas, según sea necesario
- Clases de habilidades para padres
- Clases de ESL
- Entrenamiento de ayuda con la tarea
- Servicios de traducción para la tarea.
- Servicios de interpretación para las evaluaciones de ARD, LPAC, PPCD, consejería, evaluaciones psicológicas, conferencias de maestros / directores con los padres en las escuelas de Título I, Parte A, reuniones de distrito, PTA y otros

Para fomentar una mejor colaboración con los padres, Birdville ISD también proporcionará los siguientes servicios a las escuelas y departamentos del distrito:

- Capacitación del personal sobre las contribuciones que los padres hacen a la educación de sus hijos.
- Servicios de traducción escrita a escuelas y departamentos.
- Herramientas y plantillas de comunicación para promover actividades y servicios ofrecidos en las escuelas Título I, Parte A
- Otro apoyo, según sea necesario, para ayudar a las escuelas Título I, Parte A a planificar e implementar actividades efectivas de participación de padres y familias

Pactos entre la escuela y los padres

Cada campus de Título I, Parte A desarrollará y compartirá conjuntamente con los padres un pacto entre la escuela y los padres. El acuerdo entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la escuela Título I, Parte A y sus familias a través de una comunicación regular y significativa. Cada campus realizará una revisión anual de colaboración de su pacto entre la escuela y los padres y hará las revisiones que sean necesarias.

Entre otras, cada escuela Título I, Parte A tiene la responsabilidad de:

- Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
- Utilizar las secciones relevantes del pacto entre la escuela y los padres para guiar las conferencias de padres y maestros
- Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos
- Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades en el aula
- Iniciar y responder a las comunicaciones de los padres.

Las responsabilidades de los padres para apoyar el aprendizaje de sus hijos incluyen:

- Asegurar la asistencia regular.
- Participar en decisiones relacionadas con la educación de sus hijos.
- Supervisar el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
- Completar un formulario de registro de voluntarios en línea y ser voluntario en el campus, siempre que sea práctico
- Iniciación y respuesta a las comunicaciones escolares.

Evaluación de la participación de los padres

Cada primavera, Birdville ISD y cada Título I, Parte A del campus formarán un equipo, que incluye padres, maestros y miembros del personal del Título I, para revisar el contenido y la eficacia de sus políticas y programas de participación familiar. La información de la evaluación se recopilará a través de las encuestas de padres que miden los niveles de participación de la familia al identificar las barreras para la participación de los padres. Sobre la base de esta información ya través de un proceso de consulta colaborativa, el distrito y cada campus de Título I, Parte A revisarán la política de participación familiar existente y realizarán las revisiones según sea necesario.

**North Richland Middle School
Family/School Compact
2018-2019**

The Family/School Compact is a voluntary agreement between students, parents, teachers and the principal at North Richland Middle School. The Compact outlines how students, parents, teachers and the principal will share responsibly in helping the student meet the state and district academic standards.

As a student, I will:

- Participate actively in my own learning.
- Be on time and come to school each day.
- Follow all school rules.
- Come to school with a positive attitude and maintain it throughout the day.
- Respect myself, other students, school staff and property.
- Complete all assigned work and understand it is required and not an option.

Student's Signature

Date

As a parent/guardian, I will:

- Have my child attend school regularly and arrive on time.
- Attend called parent/teacher conferences and openly communicate the needs of my child.
- Check my child's grades via Skyward on-line weekly. <https://schools.birdvilleschools.net/bisd>.
Use of public library or school library computers are available.
- Expect my child to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and partner in my child's education.

Parent/Guardian Signature

Date

As a Teacher, I will:

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Create a learning environment that will help develop responsible, caring, and independent students.

North Richland Middle School Teachers

Teacher's Signature

5-13-19
Date

As a principal, I will

- Provide an environment that allows for positive communication between the student, parent and school staff.
- Support this form of student, parent, and school staff involvement.

Principal's Signature

Date

North Richland Middle School
Contrato entre Familia/Escuela
2018-2019

Este Contrato entre Familia/Escuela es un acuerdo voluntario entre estudiantes, padres, maestros y el/la directora(a) de North Richland Middle School. El contrato describe como los estudiantes, padres, maestros y el/la director(a) compartirían la responsabilidad de ayudar el/la estudiante para lograr los estándares académicos en el estado y también el distrito.

Como estudiante, yo voy a:

- Participar activamente en mi propio aprendizaje.
- Asistir escuela y llegar a tiempo a la escuela cada día.
- Seguir todas las reglas de escuela.
- Venir a escuela con una actitud positiva y mantenerla por el día entero.
- Mostrar respeto a mi mismo, a otros estudiantes, a los maestros y a la propiedad de escuela.
- Completar todo el trabajo asignado y entender que es requerido y no una opción personal.

Firma de Estudiante

Fecha

Como padre/madre/guardia, yo voy a:

- Asegurar que mi hijo/a está asistiendo escuela regularmente y que llega a tiempo.
- Asistir a conferencias de padre/maestro si sean llamadas y comunicar libremente de lo que se necesita mi hijo/a para tener éxito.
- Chequear semanalmente, las calificaciones de mi hijo/a en el sistema on-line Skyward
Se puede usar computadoras en la escuela si es necesario <https://schools.birdvilleschools.net/bisd>
- Mandar a mi hijo/a que sea disciplinado, que tienen autocontrol y que muestra respeto siempre.
- Establecer tiempo para tarea, repasarla regularmente y juntar en la educación de mi hijo/a.

Firma de Padre/Madre/Guardia

Fecha

Como maestros, nosotros vamos a:

- Mantener expectativas altas para éxito académico y comportamiento positivo.
- Aceptar el desafío de ayudar todos los estudiantes en tener éxito.
- Respetar estudiantes, padres y miembros de la comunidad como compañeros iguales en el proceso educacional.
- Mantener una línea abierta de comunicación entre la escuela y casa.
- Crear un ambiente de aprendizaje que ayudaría desarrollar estudiantes responsables, cariñosos, e independientes.

North Richland Middle School Teachers

Firma de maestro

5-21-18
Fecha

Como Director(a) yo voy a:

- Proveer un ambiente que permite para comunicación positive entre estudiante, padre y empleados de la escuela.
- Apoyar esta manera de involucramiento del estudiante, padres y empleados de la escuela.

Firma de Director(a)

Fecha