

Birdville Independent School District

North Richland Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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 2018: Total 903

Based on 2018 data:

- males 454
- females 449
- Hispanics 381
- American Indian/Alaskan 5
- Asian 40
- African American 101
- Hawaiian/Pacific Islander 3
- White 339
- Two or More Races 32

Identified Students:

- Title I
- Special Education 76
- GT 99
- Career and Tech 317
- LEP 157
- Migrant
- EconDis 577
- At-Risk 396
- Immigrant
- Transfer Students

Demographics Strengths

The following have been identified as Demographic strengths:

- 1) African American increased in Approaches Grade Level across all grade levels in Mathematics.
- 2) Hispanic increased in Approaches Grade Level in 6th and 8th grade Mathematics and Social Studies.
- 3) Special Education increased in Approaches Grade Level across all grade levels in Mathematics, Social Studies and 6th/7th grade Reading.
- 4) LEP increased in Approaches Grade Level in all 8th grade contents, Math, Reading, Science and Social Studies, 7th grade Math and both 6th grade contents, Math and Reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LEP and Special Education in 7th grade are decreasing in Reading Scores.

Problem Statement 2: Hispanic and African American across all grade levels are showing a decrease in Reading Scores.

Student Academic Achievement

Student Academic Achievement Summary

North Richland received a Met Standard rating for 2017-2018 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, 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 Compass Learning 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 67%

6th grade Math 86%

7th grade Reading 70%

7th grade Math 82%

7th grade Writing 64%

8th grade Reading 74% (*1st admin)

8th grade Math 86% (*1st admin)

8th grade Social Studies 62%

8th grade Science 78%

8th grade Algebra 100%

Student Academic Achievement Strengths

Student Achievement Strengths The following have been identified as student achievement strengths:

1) NRMS earned 6 distinctions on the accountability ratings in ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary

Readiness and Comparative Closing the Gap.

2) Mathematics across all grade levels improved on Approaching Grade Level.

3) 8th grade mathematics improved across all ratings Approaching, Meets and Mastered Grade Level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The 6th grade Reading scores have decreased across the last 4 years STAAR scores.

Problem Statement 2: The 8th grade Social Studies is below the district average for the last 4 years on STAAR.

Problem Statement 3: The 8th grade Science decreased on the 2017-2018 STAAR scores.

Problem Statement 4: Reading scores across all grade levels decreased on the 2017-2018 STAAR.

School Processes & Programs

School Processes & Programs Summary

- NRMS daily schedule consists of 8 classes, seven being 45 minutes and one being 53 minutes. Mathematics being blocked with two 45 minute periods one consisting of intervention for several years and beginning the 2017-2018 school year 6th grade English Language Arts is blocked.
- 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 CBA's and STAAR, with a focus on backwards design of assessments to ensure alignment of taught and tested curriculum.
- CBA's 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.
- 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 ESL Coach provides training and support for teachers on the use of SIOP strategies and ELLevation software to analyze data for students.
- 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. ELA classrooms each have 12 chromebooks and a set of 15 iPads for the department. Math classrooms each have 14 Chromebooks, Social Studies classrooms each have 12 Chromebooks and 10 tablets, Science classrooms each have 8 Laptops and 5 Chromebooks. There is a Math and Reading Intervention Computer Lab that is equipped with 29 desktop computers. The Math Interventionist has 5 Chromebooks and the Reading Interventionist has 15 iPads and 5 Chromebooks. Special Education has 5 Chromebooks, 10 laptops and 3 iPads. Choir and Band have 7 laptops available for students. 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.
- Teachers have attended the Project Innovate training have mini iPads for use in class.

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 still developing. 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The performance data indicates a literacy focus across all grade levels.

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.
- C.O.R.E (Community of Respect Everywhere) values are 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 a drop in discipline referrals from the 2016-2017. Most of the referrals, represented a small percentage of students making up most of the referrals. The typical referral was a classroom disruption the negatively effective classroom instruction. Physical altercations decreased due to working with the SRO to offer significant consequences for students and worked with students through mediation.

Perceptions Strengths

- NRMS provided multiple community events for parents, students and staff including a Fall Haul, Falcon Fun Run 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 with the opening of the new building.
- Students are clear of the expectations through the CHAMPS utilized in all classrooms, hallways and cafeteria.
- C.O.R.E. is supported through Falcon Way and weekly lessons and activities to support the value of the month.
- Spring 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.

Problem Statements Identifying Perceptions Needs

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP 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
- Discipline records

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures 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.

Evaluation Data Source(s) 1: Elementary: Fountas & Pinnell reading levels
Secondary: Lexile levels

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Literacy focus through Tier 1 priorities across all content areas.	2.4	Administrative Leadership Team (includes Department heads, admin and academic coach)	A) Oversee implementation of district literacy initiative 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 implementation. E) Evaluate implementation of literacy strategies and signposts F) Assist teachers with collecting data on the implementation of literacy strategies and differentiation of instruction G) Provide appropriate support for teachers on the implementation of literacy strategies across the classrooms H) Communicate the campus literacy expectations to all staff.				

2) Support co-teach and SIOP teams to ensure that specialized programs are aligned to general education Tier 1 Instruction and literacy focus.	2.4, 2.6	Administrative Leadership team(includes Department Heads, Admin and Academic Coach	<p>A) Provide training to general education teachers to support the learning of students receiving specialized services</p> <p>B) Provide training on resources to support literacy instruction for students receiving specialized services</p> <p>C) Provide training to staff to ensure use of district RTI procedures for students in specialized services</p> <p>D) Utilize the district ESL Coach to ensure training of resources and instruction for students in specialized services.</p> <p>E) Ensure training for all staff in literacy instruction and strategies that is aligned to specialized services program</p> <p>F) Communicate information about specialized services with staff, students and parents.</p>				
3) Expand campus CIR cohort for increased rigor and relevance when designing student performance task.	2.4, 2.6	Administrative Leadership Team(Included Department Heads, Admin and Academic Coach)	<p>A) Provide training to cohort teachers on the rigor and relevance framework</p> <p>B) Increase CIR Cohort to include 3 additional teachers</p> <p>C) Develop cohort plan to utilize CIR rubric on rigor, relevance and engagement.</p> <p>D) Implement Plan with Cohort teachers to continue growth of CIR process across campus.</p> <p>E) Provide additional support to cohort for CIR process.</p>				
							


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

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continued use of ELLevation software in all content areas and use of SIOP team to support ELL learners in all content areas.	2.4, 2.5	Administrative Leadership Team, ELL Coach, SIOP teachers	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 appropriate instructional strategies. D) Provide support for teachers on instructional strategies of ELL learners through PLC Coaching and individual coaching				
2) Implementation of STEM inquiry through PBL's across Science and Math classrooms.	2.4, 2.5, 2.6	Administrative Leadership Team (includes Department Heads, Admin and Academic Coach), Math and Science Teachers, Content Coordinators	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) Develop STEM PLC with department heads leading to continue growth in Domain 3. E) Provide training for teachers to strengthen Domain 3 for re-certification				
Funding Sources: 211 - Title I - 4375.00							
3) (Aligning specialized services with Tier 1 instruction) Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs	2.4, 3.2	Administrative Leadership Team, ELL Coach, Content Coordinators, SPED Coordinator	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				


4) Create campus plan to build a responsive learning environment to close learning gaps and create learning opportunities for students		Administrative Leadership Team(includes Department Heads, Admin and Academic Coach)	A) Create cohort of teachers to participate in Culturally Responsive Teaching Training B) Provide training for teacher on CRT through vendor C) Collect data on changes in students progress due to professional development.				
Funding Sources: 211 - Title I - 102920.00							
5) Enlist community and business partners to assist in providing support to students and families	3.1, 3.2	Administration Leadership Team ASPIRE Coordinator	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				
							

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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensuring at-risk students remain engaged in school		Administrative Leadership Team, Teachers	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 post-secondary possibilities through college visits.				
2) Implement programs and create conditions and expectations for students to be involved in co-curricular and extra curricular activities	3.1	Administrative Leadership Team, Teacher Sponsors	A) Coordinate co and extra curricular activities along community activities B) Review data of extra-curricular enrollment to determine effectiveness of program C) Review participation of community activities				
3) Implement programs that provide students opportunities outside the classroom to engage their interests	3.1	Administrative Leadership Team, Counselors	A) Implement programs the develop students interest outside the curriculum based on students interest B) Provide opportunities for students C.O.R.E values 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.				
							

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.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement and monitor Behavior RtI process		Administrative Leadership Team, Behavior Facilitator, Diagnostician, LSSP, PASS staff	A) Implement the campus behavior RtI process b) Train staff on Behavior RtI process C) Align campus discipline with PBIS team suggestions D) Monitor students assigned to DAEP and return to campus.				

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

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase student and staff attendance		Administrative Leadership Team	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 D) Utilize resources to increase staff morale to increase staff attendance.				

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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus Continuous Improvement		Administrative Leadership Team, Content Coordinators, Department Chairs	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 to ensure growth towards goals.				
							

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Collect perception data from students on safety at school.		Administrative Leadership Team	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				

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%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review district data about safety		Assistant Principal	A) Complete safety training as provided by district B) Complete monthly safety walks of campus				
							

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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize CIP to focus campus improvement with students and staff		Administrative Leadership Team (includes Department Heads, admin, and Academic Coach)	1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members. 2. Monitor growth towards meeting safety goals.				
							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment was conducted while completing the CIP with the committee.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Kathryn Humer - Assistant Principal

Michaela Blackmon - Assistant Principal

Mary Terry -Academic Coach

2.2: Regular monitoring and revision

Revised on 9/13/2018

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

Plan will be posted on the NRMS website for all stakeholders.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Felecia Cherry	Math Interventionist	Title 1	.5
Katherine Herring	CSR Teacher	Title 1	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Steve Ellis	Principal
Administrator	Kathryn Humer	Assistant Principal
Administrator	Michaela Blackmon	Assistant Principal
Non-classroom Professional	Mary Terry	Academic Coach
Classroom Teacher	Kathy Harvell	ELA Department Head
Classroom Teacher	James Hollis	Math Department Head
Classroom Teacher	Lori Liles	Social Studies Department Head
Classroom Teacher	Karen Sanchez	Science Department Head
Classroom Teacher	Amy Thornton	Special Education Department Head
Classroom Teacher	Beverly Goodman	Elective Department Head
Paraprofessional	Gilberto Morales	Paraprofessional

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	STEM Certification for 7 new teachers		\$4,375.00
1	2	4	Support Personnel		\$95,920.00
1	2	4	Professional Development - Cultural Awareness Training		\$7,000.00
Sub-Total					\$107,295.00
Grand Total					\$107,295.00

Addendums

North Richland Middle School Parent and Family Engagement

	Requirement	Timeline	Activity	Evaluation Measure(s)
6	Participation in parent involvement policy development	End of 1st semester	Involve parents in policy development through... Survey comments Distribute at registration, inviting comments	Campus policy Written parent suggestions
6	Participation in decision making for Title I Program	All year	Involve parents in planning, implementing, and evaluating Title I Program: PTA Meetings SBDM meetings	SBDM Agenda
6	Communicate program information to all parents	Fall PTA meeting/Open House	Provide information about : 1. Participation in Title I 2. Program Description, Available Technology, Spanish speaking Educational Assistant/Parent Liaison, Adult English classes Parent Workshops, Planners for communication between parents and teachers 3.State and local assessments and expectations for student proficiency, Student reports, Conferences, Testing data 4. Provide communications about meetings, parent programs and other activities in a language that is understandable, Spanish, English	Calendar of parent activities and sign in sheet of participation. Schedule of staff development. Parent Conferences Letters to parents State reports Notes home to parents
6	Shared responsibility for student achievement	Registration	Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration	Compacts, Surveys
6	Build capacities of all parents	All Year	Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. Ways to monitor progress	Parent Conferences Parent Workshops Sign in sheets Class registrations

			4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. English classes for Non English speaking parents, Parent Conferences, Parent Workshops and Goggle Classroom	
4	Build capacities of staff	Aug. to May	Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents	Sign in sheets
10	Coordinate and integrate Title I parent program with other parent programs	Aug. to May	Coordinate parent involvement under Title I with Aspire Title III, 21st Century, Communities in Schools Information about other programs is sent home to parents to encourage participation.	Parent training schedules Session evaluations Budget records
7	Ensure smooth transition for students and families into 5th grade to Middle School and 8 th grade to High School.	January, March to Aug	Middle school and elementary counselors arrange school visit for 5th graders in January ; the middle school conducts an orientation for incoming 5th graders; all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. High School and Middle School counselor arrange BCTAL visit for 8 th graders in the spring; the HS counselor's guide 8 th grade students in registration and four year plan in the spring.	Trip to middle school Preregistered students for 6th grade Trip to BCTAL Preregistered students for 9 th grade College visits for 8 th grade

**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

5-21-18
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