

Birdville Independent School District
Richland Middle School
2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Going from Good to Great!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

Student Population 2024 (CY=Current Year/PY=Previous Year)

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

Ethnic Distribution

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

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

Demographics Strengths

We had increases demographically in the English proficient students. The district has provided support in personnel to meet these needs. The campus has also realigned the use of its core personnel trained in SIOP (Sheltered Instruction) to support core departments with effective techniques when working with EB students in the classroom. This will be an ongoing process to work with the RMS core teachers to provide training and support. We will be strategic in utilizing PLC (Professional Learning Communities) time to provide continuing SIOP training for staff at RMS. In the 2025 school year, RMS will also begin a push-in model in which our campus EB (Emergent Bilingual) Specialist will provide in-class support

to teachers and students. We recognize that our growing linguistic diversity is one of RMS's greatest strengths, enriching our campus culture and providing opportunities for all students to develop empathy, global awareness, and collaborative skills. Embracing and supporting this diversity is essential to our mission of academic excellence and inclusivity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement.

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

Student Learning

Student Learning Summary

Richland Middle School showed some gains in several areas in 2025. The 6th grade math STAAR scores showed an 11% growth on Approaches Grade Level and 3% growth on Meets Grade Level. In 6th grade RLA, the Masters Grade Level improved by 5%. The 8th Grade Science scores showed improvement in Approaches, Meets, and Masters Grade level.

STAAR Math Meets Grade Level (2025):

- 6th Grade Actual - 32.5%; Target - 47%
- 7th Grade Actual - 20.2%; Target - 47%
- 8th grade Actual 33.3%; Target - 47%
- Algebra Actual - 66.7%; Target - 47%

STAAR RLA Meets Grade Level (2025):

- 6th grade Actual - 40.4%; Target - 47%
- 7th grade Actual - 42.3%; Target - 47%
- 8th grade Actual - 34.6%; Target - 47%

RMS met the RLA Performance MEasure goal for 2025 in the following areas:

White students Actual - 56%; Target 56%

American Indian Actual - 67%; Target 53%

Asian Actual - 88%; Target 67%

Pacific Islander Actual 50%; Target 43%

2 or more Races - Actual 47%; Target 47%

There is more work to do in the following areas:

African American - Actual 36%; Target 45%

Hispanic- Actual 38%; Target 43%

Emergent Bilingual - Actual 30%; Target 34%

Economically Disadvantaged- Actual 41%; Target 43%

In STAAR Math, RMS did not meet the Performance Measure Goals.

African American was 13% below the target.

Hispanic 8% below target.

White 9% below Target

Emergent Bilingual 15% below target.

Economically Disadvantaged 11% below target.

Special Education 15% below target.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There are still several areas below targeted rates for our EB populations. In our high focus group Reading has a target of 42% Meets while Math is set at a 44% Meets rate.

Root Cause: Our EB population accounts for approximately 28% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 2 (Prioritized): There are still several areas below a targeted Meets Rate in our total scholar population. This is an ongoing concern that will be measured in the 2026 school year.

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

Problem Statement 3 (Prioritized): Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement.

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

School Processes & Programs

School Processes & Programs Summary

RMS has implemented a House System where students earn points by demonstrating leadership qualities and positive choices. Incentives are awarded every three weeks to all students in the winning house, with larger rewards given at the end of each nine-week period. To maintain engagement and healthy competition, point totals reset at the beginning of each new nine weeks. We have also developed a prize cart to award individual students for other leadership qualities such as academic growth, teacher recognition, and avoiding academic detentions.

The RMS committee system is implemented to ensure that leadership roles are taken across the board. Teachers much each sign up to help with one committee and one of our monthly RMS community events.

We have also developed a system for academic accountability for our students. Our No Zero Zone process has added a layer of intentionality to checking in on student progress academically. Students are not only held accountable for monitoring their test data with their digital data folders, but also for their grades in class. Our goal is to capture students who have zeroes in classes in which they are also in danger of failing with a 75 or below. These students report to the cafeteria once a week for an academic detention, with the purpose of correcting those assignments, and the hopes that they will continue to monitor their own progress.

School Processes & Programs Strengths

The teachers are committed to the House System evolving into a true success story. The House Committee meets monthly to plan upcoming house activities for our students. These activities involve team building, school spirit, pep rallies, and incentives for house points. Students demonstrate motivation to earn house points and are prideful in winning incentives. RMS will be working with local businesses to try and secure support to help with this initiative and provide additional school resources.

Our commitment to community engagement is exemplified by the requirement for teachers to assist with one of our monthly RMS community events. This involvement not only strengthens the bond between the school and the community but also provides teachers with a platform to showcase their talents and connect with students and parents outside the traditional classroom setting. Through these events, we aim to create a vibrant and inclusive school culture that values collaboration and community spirit.

A key strength of the No Zero Zone process is that it promotes student ownership of learning by placing the responsibility for monitoring grades and academic progress directly on the students. Rather than relying on teachers for last-minute corrections, students are held accountable for identifying and addressing missing assignments in a timely manner. This not only reduces the workload for teachers but also fosters accountability and independence among students. The system provides an intentional safety net for those at risk of failing, while encouraging them to take initiative in correcting their work. Ultimately, the No Zero Zone helps students build long-term habits of self-monitoring, responsibility, and academic perseverance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As RMS has worked to implement a successful Positive Behavior Intervention System (PBIS) there is still a need on the campus for all students to have a sense of belonging and wellbeing.

Root Cause: Because the RMS House system has not always been implemented consistently, students have struggled to develop buy-in toward working collaboratively for the success of the whole.

Problem Statement 2 (Prioritized): Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and

Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement.

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

Perceptions

Perceptions Summary

Parents continue to view Richland Middle School as a safe and supportive environment, with strong trends carrying over from last year into this year. The majority of families report that their children have meaningful adult connections on campus, and nearly all agree that respect and safety are emphasized daily. Compared to the previous year, the perception of campus orderliness and safety has remained consistently high, while parent confidence in student preparedness for emergency procedures has shown growth, with more families now “very confident” their children know what to do..

Between 2023–24 and 2024–25, Richland Middle School maintained strong perceptions of safety, with over 95% of staff reporting the campus as safe and orderly. Awareness and training improved, particularly in safety equipment use, emergency protocols, and student lessons on bullying and suicide prevention. Positive Behavior Intervention Systems like CHAMPS remained widely implemented, and nearly all staff reported compliance with hallway monitoring, ID badges, and annual safety trainings. Overall, trends show steady improvement and continued confidence in campus safety and culture

Between 2023–24 and 2024–25, Richland Middle School students reported stronger connections, with over 90% having a trusted peer and nearly three-fourths having a trusted adult. Around 70–75% recalled training in bullying prevention, cyberbullying, suicide prevention, and Anonymous Alerts, while about two-thirds felt confident in emergency procedures. However, fewer than half strongly agreed that respect is emphasized, and only 63% viewed the campus as safe and orderly. Overall, student trends show improving relationships and training, but mixed perceptions of campus climate and safety

Perceptions Strengths

Across staff and student surveys from 2023–24 to 2024–25, Richland Middle School showed strong safety and culture strengths. Staff consistently reported very high confidence in campus safety, emergency preparedness, and annual training, with nearly all noting hallway monitoring, ID badge compliance, and the successful use of Positive Behavior Intervention Systems like CHAMPS. Students highlighted strong peer and adult connections, with over 90% reporting a trusted friend and nearly three-fourths identifying a trusted adult on campus. Both groups reported broad exposure to safety and prevention training, including bullying, cyberbullying, and suicide prevention, while most students also expressed confidence in responding to emergency procedures. Overall, Richland Middle’s key strengths are its safe and orderly environment, strong staff preparedness, and the supportive relationships and training that help students feel connected and equipped.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate.

Root Cause: While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place.

Priority Problem Statements

Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement.

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

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

Problem Statement 2: There are still several areas below targeted rates for our EB populations. In our high focus group Reading has a target of 42% Meets while Math is set at a 44% Meets rate.

Root Cause 2: Our EB population accounts for approximately 28% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There are still several areas below a targeted Meets Rate in our total scholar population. This is an ongoing concern that will be measured in the 2026 school year.

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

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As RMS has worked to implement a successful Positive Behavior Intervention System (PBIS) there is still a need on the campus for all students to have a sense of belonging and wellbeing.

Root Cause 4: Because the RMS House system has not always been implemented consistently, students have struggled to develop buy-in toward working collaboratively for the success of the whole.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate.

Root Cause 5: While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

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

Performance Objective 1: Improve performance in Domain 3: Closing the Gaps by making more than a year's growth in reading and mathematics. This would increase the number of students performing at the "meets" and "masters" levels as measured by the spring 2026 STAAR and EOC assessments. This will also increase Domain 1: Student Achievement, which counts the number of students at the various performance levels for state assessments.

High Priority

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and District Common Assessments for EOC tested subjects aligned to Strategic Plan.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement PDSA cycles to allow staff and students to monitor student growth during the school year and to determine students at risk of not reaching 1 years growth.</p> <p>Actions: 1.) Instructional Facilitators and administration will meet with teachers to track progress among all tiers and conduct PDSA (Plan, Do, Study, Act) cycles on a monthly basis during PLC to ensure all staff are following progress monitoring.</p> <p>2.) Instructional Facilitators will meet with core teachers to monitor, review, and adjust PDSA data. Conversations will include how teachers are responsive to the data.</p> <p>3.) Instructional Facilitators will provide PLC (Professional Learning Community) training to all core departments by the end of September about effect PDSA use in the classroom to increase student performance levels. New teachers received a PDSA training from Instructional Facilitators on August 27, 2025.</p> <p>4.) Admin/Instructional Facilitators will do calibration walks to monitor the use of best practices involving PDSA. Teachers will have the opportunity to walk to classrooms to see examples as well.</p> <p>5.) All students will track their progress by utilizing our campus RMS digital data folder. Each core content teacher will be responsible once throughout the nine weeks to review and assess the completion of the student digital data folder.</p> <p>Staff Responsible for Monitoring: Core Content Teachers Instructional Facilitators RLA secondary content coordinator Math secondary content coordinator District PAR Administration</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2</p> <p>Funding Sources: Instructional Facilitators - 255 - Title II, Instructional Facilitator - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

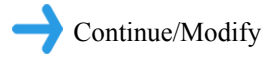
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth.</p> <p>Actions: 1.) All Core teachers will utilize reading strategies within their content on a weekly basis to support the learning of all students. Emphasis will be placed on student mastery of the strategy. This goal will be measured by weekly and monthly calibration walkthroughs performed by Administration and Instructional Facilitators.</p> <p>2.) Instructional Facilitators will provide intentional structured training during PLC's throughout the year for educators to assist with implementation of reading strategies in all core content areas.</p> <p>3.) RLA (Reading Language Arts) Department Chair will provide instruction to all staff during September Instructional Focus Faculty Meeting on high impact reading strategies.</p> <p>Staff Responsible for Monitoring: All Core teachers Instructional Facilitators Administration RLA secondary content coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer ongoing professional learning during PLC that will positively impact the success of our EB students.</p> <p>Actions: 1.) RMS (Richland Middle School) will begin with a push in model for in class support of EB students. The RMS EB specialist will provide SIOP (Sheltered Instruction Observation Protocols) strategies. This process will be monitored by the assessment of TELPAS in the spring of 2026.</p> <p>2.) PLC topics will be based on the needs of students as revealed through data, PLCs and campus walks.</p> <p>Staff Responsible for Monitoring: EB District Representative EB Teachers Instructional Facilitators Administrator over EB</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. **Root Cause:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Student Learning

Problem Statement 1: There are still several areas below targeted rates for our EB populations. In our high focus group Reading has a target of 42% Meets while Math is set at a 44% Meets rate. **Root Cause:** Our EB population accounts for approximately 28% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 2: There are still several areas below a targeted Meets Rate in our total scholar population. This is an ongoing concern that will be measured in the 2026 school year. **Root Cause:** A lack of consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

Problem Statement 3: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. **Root Cause:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

School Processes & Programs

Problem Statement 2: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. **Root Cause:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

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

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR .

High Priority

Evaluation Data Sources: Richland Middle School will experience gains in STAAR 2025 scores and targeted problem areas as outlined by the state and federal government. This will be an ongoing effort for Richland Middle School beginning in the 2026 school year.





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

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize all campus and district summative data, as well as classroom formative data, in PDSA processes within core classrooms to drive student achievement on state objectives.</p> <p>Actions: 1.) All formative and summative assessments will be utilized as data for PDSA discussions in the classroom both as a whole class and individually to determine student areas of needed growth.</p> <p>2.) Remediation plans will be created by the teacher based on data collected. Accelerated Instruction will also be provided by teacher to close instructional gaps via House Bill 1416.</p> <p>3.) Administration will have individual data discussions with core teachers by 09/12/2025.</p> <p>4.) Instructional Facilitators will provide continuous support for all core subjects through the school year during PLC's.</p> <p>This is a fully funded district initiative.</p> <p>Staff Responsible for Monitoring: Core content teachers Administration Secondary Core content coordinators Instructional Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Use BOY, MOY and EOY Screeners, DCAs, CBA's, and Mock STAAR tests in the spring of 2026 and prior year STAAR scores in all core classes to create remediation watch lists.</p> <p>Actions: 1.) Remediation watch lists will be updated each nine weeks by the core teachers, with the help of instructional facilitators.</p> <p>2.) Teachers will create specific mandatory tutorials for students on watch lists and will track student work and progress on a campus document.</p> <p>3.) Admin and Instructional Facilitators will monitor watch list document and support teachers as necessary.</p> <p>Staff Responsible for Monitoring: Core content teachers Administration Instructional Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Social Studies department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Social Studies student's familiarity with the STAAR 2.0 test. This is an ongoing district provided initiative.</p> <p>Actions: 1.) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.</p> <p>2.) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.</p> <p>3.) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0.</p> <p>4.) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.</p> <p>5.) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.</p> <p>Staff Responsible for Monitoring: Social Studies PLC Administration Instructional Facilitators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Offer tutorials before and after school for all students in areas of deficiencies based on the state TEKS. Due to House Bill 1416, this is an ongoing concern that will be measured in the 2026 school year.</p> <p>Actions: 1.) Teachers will be given the opportunity to tutor their children in core subject area to help close significant gaps. They will be paid using Title I funds.</p> <p>2.) We will provide additional tutoring for students before and after school utilizing Title I funds. Students will receive targeted tutorials based on their data.</p> <p>Staff Responsible for Monitoring: All Teacher Tutors Administration Instructional Facilitators</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2</p> <p>Funding Sources: Tutors - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: RMS will enlist community and business partners to assist in providing educational support to students and families. This is an ongoing effort that will be measured in the 2026 school year.</p> <p>Actions: 1.) Utilize the Events committees to schedule and host school-wide events in order to increase parent and community involvement.</p> <p>2.) Identify and communicate the needs of the student population and their families with community partners.</p> <p>3.) Design and Implement a Family and Parent Engagement Policy.</p> <p>4.) Host a Title 1 Meeting on 08/04/2025 and 08/21/2025.</p> <p>5.) Provide opportunities, on and off campus, for our Life Skills Students to experience real-life working scenarios.</p> <p>Staff Responsible for Monitoring: Campus Administration Corporate Sponsor and Campus Liaison PTA Parents RMS Teachers and Staff Community members AABLE and ACCESS Teachers and Students Local Businesses</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Use Title I funds to supplement addition staff support with an additional Instructional Facilitator.</p> <p>Actions: We will use Title I funds to pay for the following instructional positions: Amanda Walker 1.0</p> <p>Staff Responsible for Monitoring: Principal Principal's Secretary BISD Personnel.</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>
Student Learning
<p>Problem Statement 2: There are still several areas below a targeted Meets Rate in our total scholar population. This is an ongoing concern that will be measured in the 2026 school year. Root Cause: A lack of consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.</p>
<p>Problem Statement 3: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>
School Processes & Programs
<p>Problem Statement 2: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>

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





Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions. This is an ongoing concern that will be measured in the 2026 school year.

High Priority

Evaluation Data Sources: The House system gives students a "family" homeroom class in which they work collaboratively toward common goals by earning House points. Students get House points for actions and choices reflective of leadership. Students will have a stronger sense of belonging to RMS which will be measured by a reduction in discipline slips and suicide attempts. Administration will do weekly walks to ensure that the Character Strong Curriculum is utilized with fidelity.

Strategy 1 Details	Reviews			
<p>Strategy 1: Distribute weekly points to Houses from individual classrooms that promote high quality instruction and interaction among peers and between students and adults.</p> <p>Actions: 1.) Teachers will award up to 200 points per week between the different Houses based on specific learning and behavioral successes (PBIS)</p> <p>2.) Teachers will upload points using a Google Form and campus implementation team will review points for consistency and timely reporting.</p> <p>3.) House Committee will post points weekly for students to see and support communities as necessary.</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Facilitators Counselors</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the district Character Strong curriculum in leadership classes to address cyberbullying and social media use and misuse.</p> <p>Actions: 1.) RMS CCMR Committee will distribute 36 citizenship lessons using the Character Strong curriculum to the campus teachers over the course of the 2025 school year.</p> <p>2.) Campus teachers will utilize the curriculum in their leadership classes throughout the 2025 school year.</p> <p>3.) Admin/RTI team will collect data on number of reported cyber incidents and compare data to previous years.</p> <p>Staff Responsible for Monitoring: Teachers Administration Counselors</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: As RMS has worked to implement a successful Positive Behavior Intervention System (PBIS) there is still a need on the campus for all students to have a sense of belonging and wellbeing. Root Cause: Because the RMS House system has not always been implemented consistently, students have struggled to develop buy-in toward working collaboratively for the success of the whole.</p>

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

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance. This is an ongoing concern that will be measured in the 2026 school year.

High Priority

Evaluation Data Sources: Richland Middle School will utilize a student committee to provide rewards to students with perfect attendance in hopes that we can raise our ADA from 94% to 96%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students with perfect attendance every nine weeks will win prizes or receive special accolades.</p> <p>Actions: 1.) Attendance clerk will provide ADA by nine weeks.</p> <p>2.) Develop a student survey to find what motivates today's student to attend school.</p> <p>3.) Students with perfect attendance will be entered into a drawing for prizes during respective lunches.</p> <p>4.) Students with perfect attendance by semester will win another type prize using funds provided by RMS.</p> <p>5.) Student names who have had perfect attendance all will be entered in a drawing and win something agreed upon by the student 2026 perfect attendance committee. Drawings will occur in three week increments throughout the nine weeks.</p> <p>Staff Responsible for Monitoring: Administration Attendance clerk Attendance Committee</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a comprehensive plan for parent conferences and communication with regard to student absences. RMS will utilize the Attendance system of attendance tracking to progress monitor throughout the 2026 school year.</p> <p>Actions: 1.) Attendance clerk will provide absence data to teachers and administration at key intervals.</p> <p>2.) Administration will increase number of parent conferences with students who have excessive absences as well as meeting with the students themselves.</p> <p>3.) Administration will provide tracking data to review students of concern.</p> <p>Staff Responsible for Monitoring: Administration Teachers Attendance clerk</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>
Student Learning
<p>Problem Statement 3: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>
School Processes & Programs
<p>Problem Statement 2: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus. This is an ongoing concern that will be measured in the 2026 school year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Employ continuous improvement cycles using Plan-Do-Study-Act (PDSA) in all core classes for each unit of instruction.</p> <p>Actions: 1.) The PDSA cycle will be completed with each unit of instruction with grade level team and Instructional Facilitator.</p> <p>2.) Implementation of PDSA will be monitored by admin and Instructional Coaches during walkthroughs. Support for PDSA cycles will be provided by instructional facilitators. Core teacher evidence/PDSA training will occur during August staff meeting and in PLCs by Instructional Facilitators.</p> <p>3.) Individual teacher support will be delivered by instructional facilitators and admin as needed.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administration Department chairs Teachers</p> <p>ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Use behavioral MTSS data as well as other discipline data to increase student time in class. This will be measured by end of the year discipline results. Richland Middle School has set a reduction goal of 5% from the previous 2025 year of students who were out of placement (In School Suspension/Out of School Suspension).</p> <p>Actions: 1.) Data will be collected by assistant principals at each of the three MTSS sessions throughout the school year.</p> <p>2.) Administrators will review the discipline data on a weekly basis and utilize progressive discipline to help remediate inappropriate students behavior which in turn will provide a better experience in the classroom.</p> <p>3.) Administrators will begin weekly discipline reviews to ensure effectiveness of behavior monitoring systems by educators.</p> <p>Staff Responsible for Monitoring: Administration Instructional Facilitators Counselors</p> <p>ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

No ProgressAccomplished

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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>
Student Learning
<p>Problem Statement 1: There are still several areas below targeted rates for our EB populations. In our high focus group Reading has a target of 42% Meets while Math is set at a 44% Meets rate. Root Cause: Our EB population accounts for approximately 28% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.</p>
<p>Problem Statement 3: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>





School Processes & Programs

Problem Statement 2: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. **Root Cause:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

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

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

Evaluation Data Sources: RMS will monitor quarterly discipline, attendance, academic, and acts of leadership to ensure there is improvement in each category quarter over quarter. RMS will also utilize end of year student surveys to review the effectiveness and efficiency of this objective. RMS will utilize the frequency of the House system to promote positive well-being by tracking points earned by individual and groups of students. These groups of students will be celebrated throughout the 2026 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: On a monthly basis, teachers will each nominate two students, one male and one female. These students display qualities of a leader and qualities of the BISD Portrait of a Graduate.</p> <p>Actions: 1.) RMS will develop a Ram ticket system that inspires and motivates students on an individual basis. This is in addition to the house system, which rewards students on a "house" group system. 2.) Students recognized each month will have the opportunity to be chosen to attend Camp Connect, provided by BISD.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RMS will create and distribute Ram Tickets for students displaying characteristics of leadership and of the BISD Portrait of a Graduate.</p> <p>Actions: 1.) Teachers will recognize students on an individual basis by providing Ram Tickets to students who display qualities of an empowered learner, responsible citizen, global competitor, and innovative entrepreneur. 2.) Students will be able to spend their Ram Tickets at the prize cart at regular intervals throughout the year.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

School Processes & Programs

<p>Problem Statement 1: As RMS has worked to implement a successful Positive Behavior Intervention System (PBIS) there is still a need on the campus for all students to have a sense of belonging and wellbeing. Root Cause: Because the RMS House system has not always been implemented consistently, students have struggled to develop buy-in toward working collaboratively for the success of the whole.</p>





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

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

High Priority

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

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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate. Root Cause: While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place.</p>





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

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

High Priority

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

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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. Root Cause: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.</p>

Student Learning

Problem Statement 3: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2026 school year. These are all areas of need for improvement. **Root Cause:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

School Processes & Programs

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Perceptions

Problem Statement 1: While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate. **Root Cause:** While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place.

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a Parent Involvement and Family Engagement policy for the campus. Actions: 1.) Administration team will create the plan and distribute the plan to all stakeholders. 2.) RMS will provide opportunities for stakeholders to be involved in Community Engagement events throughout the 2026 school year. Staff Responsible for Monitoring: Administration CNA Committee</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

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School Processes & Programs

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Perceptions

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State Compensatory

Budget for Richland Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 5.23

Brief Description of SCE Services and/or Programs

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Personnel for Richland Middle School

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

Title I

Title I Personnel

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