

Birdville Independent School District
North Oaks Middle School
2025-2026 Campus Improvement Plan



Mission Statement

We will engage students in rigorous learning with a foundation of positive relationships and student responsibility.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Current Student Overview:

North Oaks Middle School, served 535 students in grades 6 through 8 during the 2024-2025 school year, before reaching a final enrollment of approximately 480 students in the spring of 2025. The student body is nearly evenly distributed across grade levels, with 6th and 7th grades each comprising approximately 33.6% of enrollment and 8th grade at 32.7%. The campus is culturally diverse, with 47.1% of students identifying as Hispanic/Latino, followed by White (20.0%), Black/African American (18.7%), and Asian (8.4%). Male students slightly outnumber females, making up 53.1% of the population. North Oaks operates as a 100% Title I Schoolwide Program, with 71.96% of students identified as economically disadvantaged, including 59.6% receiving free meals and 12.3% receiving reduced-price meals. The school supports a range of student needs: 26.4% are Emergent Bilinguals, 19.3% receive Special Education services, 8.8% qualify for Section 504, 12.9% receive dyslexia services, and 5.2% are identified as Gifted and Talented. Notably, 62.8% of students are identified for academic intervention, and 20% have Student Accelerated Education Plans. Special education services are primarily delivered through resource (15.2%) and learning lab (7.5%) settings, with a small percentage in self-contained behavior classrooms. The school currently matriculates into an Early College High School, which presents a potential area for growth. Overall, North Oaks Middle School serves a high-need, high-diversity population, and campus improvement efforts must remain focused on equity, academic intervention, differentiated support, and whole-child development.

Current Staff Overview:

North Oaks Middle School employs a total of 53.5 staff members, of which 90% are professional staff, including 74.9% classroom teachers. The remaining staff includes 10% educational aides and 6.5% campus administrators. Compared to district and state averages, the campus has a higher proportion of teachers and campus leadership, but slightly fewer professional support staff. The teacher-to-student ratio at North Oaks is 11.7, which is notably better than both the district (14.9) and state (14.7) averages, allowing for more individualized instruction. The teaching staff is predominantly White (70.7%), with Hispanic (16.8%) and African American (5%) teachers representing a smaller portion, resulting in a total minority staff rate of 21.8%—significantly lower than the state average of 54.4%. Gender representation among teachers leans female (62.9%), though the male teacher percentage (37.1%) is above state averages.

Most teachers (72.2%) hold a bachelor's degree, while 25.3% hold a master's, and 2.5% hold a doctorate. In terms of experience, over half of the staff (56.3%) have more than 10 years of experience, and only 5.3% are beginning teachers—well below the district and state percentages. The average teacher has 10.3 years of experience overall and 6.7 years within the district. Campus leadership is stable and experienced, with the principal averaging 8 years of leadership experience, all within the district. Assistant principals average 3.5 years of experience, also with the district.

Overall, North Oaks Middle School is staffed with experienced educators and administrators, maintains a favorable student-to-teacher ratio, and offers solid instructional coverage across most programs. However, the campus may benefit from increased diversity among staff and expanded services in areas such as gifted education and Bilingual/ESL support to better meet the needs of its diverse student population.

Demographics Strengths

North Oaks Middle School demonstrates several notable demographic strengths based on recent performance data. Academic achievement across diverse groups, strong performance in End-of-Course (EOC) exams, consistent performance in STAAR performance, effective support for economically disadvantaged students, and support for students served in special education.

First, the data reveal some academic achievement across diverse groups in reading and math proficiency. In reading proficiency, the school has achieved high performance rates with students across various ethnic groups generally meeting or exceeding grade-level expectations. Specifically, Hispanic and White students show strong performance in reading, with Hispanic students showing improvements, reaching 82% at Approaches Grade Level or Above in 7th grade reading in 2023. In 8th grade reading, African American and Hispanic students performed particularly well, with 83% of African American students and 85% of Hispanic students scoring at Approaches Grade Level or Above in 2023. In mathematics, the school has experienced improvements across various grade levels. For example, 7th grade mathematics saw 73% of Hispanic students achieving Approaches Grade Level or Above in 2023. Asian students also showed some mathematical success, achieving high performance rates in both Approaches and Meets Grade Level or Above categories.

Secondly, the campus has experience strong performance in Algebra I, End-of-Course (EOC) Exams, which is the only EOC tested at North Oaks, as it is a high school level course. The entire student body, regardless of demographic background, has shown exceptional performance in Algebra I, with 100% of all groups meeting or exceeding the Approaches Grade Level standard in both 2022 and 2023. High performance rates are consistent among different ethnic groups, including African American and Hispanic students.

Next, the school has shown consistent improvement in STAAR performance. To begin, at grade level performance, the overall percentage of students meeting or exceeding grade-level standards has shown improvement from 2022 to 2023. For instance, in 6th grade reading, performance increased from 70% to 77% at Approaches Grade Level or Above. In mathematics, the percentage of students meeting grade-level expectations has improved across multiple grades, indicating progress and suggests the broader use of effective instructional strategies. Students characterized as economically disadvantaged have seen improvements, particularly in reading. For instance, in 6th grade reading, economically disadvantaged students improved from 65% at Approaches Grade Level or Above in 2022 to 73% in 2023.

Finally, the data suggests increasing and effective support of students in special education. Their performance has shown positive trends. For example, 7th grade students with special education needs achieved 67% at Approaches Grade Level or Above in mathematics in 2023.

Overall, the strengths of the demographic data include high and improving performance, equity across demographics, and effective End-of-Course Results. Across most subjects and grades, North Oaks Middle School demonstrates strong and improving performance, particularly in reading and mathematics. The school has successfully supported various student groups, including Hispanic, African American, and economically disadvantaged students, showcasing equitable academic progress. Consistently high performance in Algebra I reflects effective preparation and support across all demographic groups in this program. These strengths provide a solid foundation for further enhancing educational outcomes and addressing areas needing improvement in the campus improvement plan.

While, the campus celebrates the strengths of the data, there is a glaring recognition of areas of improvement. Recognizing that "Approaching Grade Level" is passing, but not indicative of a students grade level performance is one. The campus endeavors to increase the percentages and number of students who meet and master grade level standards. Additionally, although diverse groups of students are experiencing growth, gaps between and among learners persist and must be addressed. There is also an increasing number of emergent bilingual students who speak a variety of native languages and must be support in their acquisition of learning the English language while concurrently aiming to approach, met, and master grade level standards.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention.

Root Cause: High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners.

Problem Statement 2 (Prioritized): Emergent Bilinguals make up over 26% of the student population, but staffing and programming to support language acquisition are minimal.

Root Cause: Lack of certified bilingual/ESL staff or push-in/pull-out support systems, absence of Dual Language Immersion programs on campus, and limited training in sheltered

instruction or SIOP strategies for general education teachers.

Problem Statement 3 (Prioritized): The school serves a high-need population with 19.3% in Special Education, 12.9% receiving dyslexia services, and 20% on Accelerated Education Plans, yet behavioral services and self-contained programming are minimal.

Root Cause: Understaffing or lack of capacity in special education support roles, inconsistent MTSS/RTI implementation across content areas, and limited training in trauma-informed practices or behavioral interventions may be root causes in this area.

Problem Statement 4: While over 75% of students are students of color, only 21.8% of staff identify as minority, which may impact cultural responsiveness and student-staff relationships.

Root Cause: Recruitment efforts may not be effectively targeting diverse teacher pipelines.

Student Learning

Student Learning Summary

North Oaks Middle School administered a total of 1,163 STAAR assessments across Reading/Language Arts (RLA), Mathematics, Science, and Social Studies. Overall, 63% of tests scored at the *Approaches Grade Level* or above, 38% at the *Meets Grade Level* standard, and 17% reached the *Masters Grade Level*. Reading/Language Arts yielded the strongest overall results, with 69% of students performing at the Approaches level or higher, 49% at Meets, and 25% at Masters. Science followed closely with 73% Approaches, 44% Meets, and 13% Masters. Mathematics and Social Studies presented more significant challenges. In Mathematics, only 57% of students met the Approaches standard, 28% achieved Meets, and 13% reached Masters. Social Studies had the lowest performance, with just 53% at Approaches, 28% at Meets, and 9% at Masters.

Performance varied significantly across student groups. Asian students outperformed all other racial and ethnic groups, with 77% reaching Approaches or higher and 27% at Masters. White students also performed above the school average, while Hispanic and African American students scored below in all performance categories, particularly at the Masters level, where both groups had only 15%. Students identified as Economically Disadvantaged scored lower than their peers, with 59% at Approaches and only 14% at Masters, compared to 72% and 26%, respectively, for Non-Economically Disadvantaged students. Special Education students had the greatest academic challenges, with only 35% meeting the Approaches standard and just 5% at Masters. English Learners (current) also underperformed, with only 54% at Approaches and 7% at Masters. On the other hand, Gifted and Talented students significantly outperformed all groups, with 100% reaching Approaches and 77% at Masters.

The High Focus student group—which includes students who are Economically Disadvantaged, English Learners (current and monitored), Special Education (current), or Highly Mobile—scored below campus averages, with only 60% of their tests at Approaches, 34% at Meets, and 14% at Masters. While this highlights the importance of continued targeted intervention, it also reflects opportunities for growth in closing achievement gaps. The campus received a component score of 39, based on cumulative performance across all tested subjects. This score indicates that while a solid foundation exists at the Approaches level, there is a pressing need to increase the number of students achieving Meets and Masters standards, especially in Mathematics and Social Studies.

In summary, North Oaks Middle School demonstrates strong foundational achievement in RLA and Science, a high-performing Gifted/Talented program, and a favorable student-to-teacher ratio that supports individualized learning. However, challenges remain in improving Math and Social Studies outcomes, as well as addressing achievement disparities among African American, Hispanic, Special Education, and English Learner populations. Focused instructional strategies, data-driven intervention systems, and culturally responsive teaching will be critical in supporting these groups and improving overall academic performance.

Student Learning Strengths

North Oaks Middle School demonstrates several notable strengths in student learning and academic performance. The campus achieved an overall *Approaches Grade Level* performance rate of 63% across all tested subjects, with especially strong results in Reading/Language Arts (69%) and Science (73%). The component score of 39 reflects a solid foundation of academic achievement at the campus level.

A major strength lies in the performance of Gifted and Talented (G/T) students, with 100% meeting the *Approaches* and *Meets* standards and an impressive 77% reaching the *Masters* level. This indicates that the G/T program is highly effective in meeting the needs of advanced learners. Additionally, Asian students consistently outperformed all other ethnic groups, achieving 77% at *Approaches* and 27% at *Masters*, showcasing strong academic support and outcomes for this subgroup.

The Science department also showed strong results, with 44% of students achieving *Meets* and 13% reaching *Masters*, exceeding or closely aligning with district averages in many subgroups. Notably, White students performed above campus averages in all subject areas, indicating effective instructional strategies within that demographic.

Gender data and teacher-student ratios suggest further instructional advantages. With a student-to-teacher ratio of 11.7, North Oaks is well positioned to provide more personalized, small-group instruction. Additionally, the school's stable and experienced teaching staff, particularly those with over 10 years of experience, enhances instructional consistency and academic support for students.

Finally, the school's Highly Mobile student group performed comparably to other groups, with 60% at *Approaches*, 50% at *Meets*, and 30% at *Masters*, demonstrating the school's ability to support students facing transitional challenges.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in Mathematics and Social Studies is significantly below expected levels, with only 57% of students meeting *Approaches* in Math and 53% in Social Studies. *Masters* level performance is particularly low in both subjects (13% in Math, 9% in Social Studies).

Root Cause: Limited conceptual understanding and gaps in foundational skills from earlier grade levels, inconsistent implementation of rigorous, standards-aligned instruction, lack of targeted intervention systems for struggling students, especially in Social Studies, and possibly underuse of data to inform small-group instruction in these content areas.

Problem Statement 2 (Prioritized): African American and Hispanic students consistently perform below campus averages across all subjects. Economically Disadvantaged students (which make up a large portion of the student population) also show significantly lower performance than their peers (e.g., 59% *Approaches* vs. 72% for non-Econ Disadvantaged).

Root Cause: Lack of differentiated instruction and targeted intervention for these specific subgroups, and potentially limited family engagement strategies that support academic development outside of school.

Problem Statement 3 (Prioritized): Students receiving Special Education services and current English Learners show the lowest levels of performance, with only 35% (Special Ed) and 54% (EL) at *Approaches* and even fewer at *Meets* and *Masters*.

Root Cause: General education instruction may not be sufficiently scaffolded to meet the linguistic or learning needs of these students, inadequate use of the learning lab, professional development for teachers in supporting ELs and students with disabilities, and limited progress monitoring and targeted skill-building opportunities.

Problem Statement 4 (Prioritized): While 63% of students are performing at *Approaches* Grade Level, only 38% meet the *Meets* standard and 17% reach *Masters*, indicating a lack of depth in learning.

Root Cause: Focus may be primarily on remediation to *Approaches*, with less emphasis on acceleration to higher levels. Lack of rigorous instruction and higher-order questioning across classrooms. Infrequent use of formative assessment data to push students beyond the minimum proficiency level. Limited opportunities for academic discourse and critical thinking in lessons.

School Processes & Programs

School Processes & Programs Summary

North Oaks Middle School offers a range of academic, extracurricular, and support programs designed to aid in and promote student learning and development. Academic Programs include a district provided core curriculum in Mathematics, Science, Reading Language Arts, and Social Studies that form the foundation of the middle school curriculum. The school provides instruction that aligns with state standards and aims to prepare students for high school. Additionally, as of the Fall 2023 semester, the student programs at North Oaks reflect a diverse range of services and supports designed to meet the varied needs of our student body. Dyslexia Support: We have 53 students, making up 11.32% of the student population, receiving specialized dyslexia services, accommodations or monitoring. Gifted and Talented: 26 students, or 5.56% of the student body, are enrolled in the Gifted and Talented program, providing them with advanced learning opportunities, such as Honors and Honors Plus. Special Education (SPED): There are 69 students, representing 14.74% of the total, who receive tailored support through our Special Education services. The campus houses one of three middle school PASS Programs, which includes a students with a range of behavioral needs. Section 504: 33 students, or 7.05%, are supported under Section 504, which ensures accommodations for those with disabilities - temporary or permanent. Emergent Bilingual (EB) and ESL: A significant portion of our student body, 118 students (25.21%), are classified as Emergent Bilingual or participate in English as a Second Language (ESL) programs. This reflects a strong focus on supporting students who are developing their English language skills. Finally, 73% of North Oaks Students are considered Economically Disadvantaged as determined by the number of students who qualify for the Federal free and Reduced Lunch Program. Being over the 40% threshold criteria for qualification, this earns the campus a designation of Title I. As a result, every student in the school benefits from the Title I Program. This comprehensive approach ensures that every student benefits from Title I resources and support, enhancing their overall educational experience. In summary, our school offers a robust array of programs to support students with diverse needs, including special education, dyslexia services, and language acquisition programs. The full implementation of the Title I Schoolwide Program highlights our commitment to providing equitable educational opportunities for all students.

Extracurricular Programs, including clubs and organizations, sports and athletics, and fine arts provides students with opportunities to excel outside of the classroom. Clubs and organizations like Student Council, National Junior Honor Society, Yearbook Club, Camp Connect, as well as a few interest-based clubs provide students with opportunities to develop leadership skills, engage in community service, and explore personal interests. Meanwhile, sports and athletics includes sports such as basketball, football, track and field, volleyball, and others, depending on the season and available facilities. Fine Arts includes music, theater, and visual arts allow students to explore their artistic talents in band, choir, art, and theater.

Student Support Services include guidance and crisis intervention counseling services to provide support for academic planning, career exploration, conflict resolution, and personal counseling. Students also receive tutoring from their teachers before and after school. Through the Student Code of Conduct and campus-wide PBIS, clear guidelines and expectations are delineated for student behavior to maintain a positive and respectful learning environment. Moreover, students participate in Character Strong, social-emotional learning, twenty minutes per week.

Parent and community involvement and communication are limited and few strategies, programs, and processes exist. The campus does not currently have an active PTA or volunteer presence to encourage parents and community members to participate in school activities and support student success. Nor, does the campus outline a plan for community and family engagement, despite Title I funds to increase participation in these areas.

The PLC process is also in need of strengthening.

School Processes & Programs Strengths

North Oaks Middle School offers a comprehensive suite of academic, extracurricular, and support programs designed to foster student learning and development across various needs and interests. The school provides a district-aligned core curriculum in Mathematics, Science, Reading Language Arts, and Social Studies, ensuring that instruction meets state standards and prepares students for high school. A variety of clubs and organizations, such as Student Council, National Junior Honor Society, Yearbook Club, and Camp Connect,

provide students with opportunities to develop leadership skills, engage in community service, and explore personal interests. The school offers a range of sports, including basketball, football, track and field, and volleyball, depending on the season and available facilities. Students have opportunities to explore artistic talents through band, choir, art, and theater, supporting their creative development. The school provides guidance and crisis intervention counseling for academic planning, career exploration, conflict resolution, and personal support. The Student Code of Conduct and campus-wide PBIS ensure clear guidelines and expectations for behavior, while the Character Strong program offers social-emotional learning for 20 minutes each week. Overall, North Oaks Middle School demonstrates a strong commitment to supporting a diverse student body through its range of academic, extracurricular, and support programs. Enhancing community involvement and PLC processes will further contribute to the school's ongoing efforts to improve student outcomes and engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although student support services, including guidance counseling and tutoring, are available, there is a need for more targeted and comprehensive support to address diverse student needs effectively.

Root Cause: There may be insufficient resources to provide comprehensive and individualized support for all students. Also, support services may be fragmented and lack coordination, leading to gaps in addressing students' needs.

Problem Statement 2 (Prioritized): Although the school provides various academic support programs, disparities exist in the effectiveness and accessibility of these programs for different student groups, particularly for those in special education and economically disadvantaged backgrounds.

Root Cause: There may be a lack of ongoing monitoring and adjustment of support programs to ensure they are meeting the diverse needs of all student groups.

Perceptions

Perceptions Summary

The 2023-2024 Student Safety Survey, in which 62% of the student body responded, revealed perspectives of the student experience on several topics. Overall, the data reflects a generally supportive and connected student body, but also highlights areas where additional efforts could help those who may feel less connected. Eighty-nine (89%) of students report having a trusting relationship with a least one other student, while 3.4% and 6.8% of students didn't have a trusting relationship, or weren't sure. The data also shows a strong engagement in athletics and fine arts programs, suggesting these areas are well-supported and popular among the respondents. Many students are involved in multiple activities, indicating a diverse range of interests and commitments. The presence of a substantial number of respondents not involved in extracurricular activities presents an opportunity for schools or organizations to promote and facilitate greater participation in such activities. Overall,

The majority of respondents (around 70%) consider the campus to be safe and orderly. A significant portion of respondents (about 25%) are unsure about the campus safety and orderliness, indicating some uncertainty or variability in experiences or perceptions. A smaller percentage (about 5%) do not consider the campus to be safe and orderly. The predominant view among respondents is that the campus is perceived as safe and orderly. However, there is a notable level of uncertainty among many, which suggests that while most people feel positive about campus safety and order, there are still concerns or ambiguities that need to be addressed. The small percentage of negative responses highlights that there might be specific areas where improvements could be beneficial. Addressing the uncertainties and concerns could further enhance the overall perception of safety and orderliness on campus. Students also reported their understanding of a PBIS program although, both student and teacher behaviors do not always reflect its use and new teachers and staff had not been trained.

The annual parent survey included 37 parents who indicated they felt their kids were safe at school. The number of respondents would indicate a need for more parent involvement, education, and understanding of the instructional processes and procedures. Parents requested more supervision in the drop off line, more communication, and more education for the students on conflict resolution.

Teacher's indicated the need for students being held more accountable.

Perceptions Strengths

Perceptual Survey data reveals several strengths at North Oaks Middle School. Trusting Relationships Among Students, Engagement in Extracurricular Activities, Engagement in Extracurricular Activities, Positive Perception of Campus Safety and Orderliness, Parental Perception of Student Safety, and Understanding of PBIS Program. Students report trusting relationships among each other. A high percentage of students (89%) report having a trusting relationship with at least one other student. This indicates a supportive and connected student body with a strong sense of peer support. Secondly, engagement in extracurricular activities is also a strength. There is strong engagement in athletics and fine arts programs, reflecting their popularity and support among students. The involvement in multiple activities shows diverse interests and commitments, suggesting effective programs and opportunities in these areas. Moreover, positive perceptions of campus safety and orderliness was reported. Approximately 70% of students consider the campus to be safe and orderly. The majority of students have a positive perception of campus safety, indicating that the campus is generally perceived as a secure and well-managed environment. Even so, variability in perceptions can undermine overall confidence in campus safety, indicating a need for more uniform practices and clearer communication about safety measures.

Parental perception of student safety was also reported to be high from the small sample size of parents completing the surveyed. All parents surveyed indicated that they felt their children were safe at school suggesting that, from a parental perspective, there is a strong sense of security regarding student safety. Insufficient parent participation can lead to missed opportunities for feedback and collaboration in supporting student success and safety. Finally, an understanding of PBIS Program was reported by the students implicating there is awareness of the program among students, indicating that the program's goals and principles are communicated effectively, even if full implementation may need improvement. Without full implementation, the PBIS program may not be as effective in shaping student behavior and fostering a positive school culture.

Overall, North Oaks Middle School shows notable strengths in fostering trusting relationships among students, engaging them in extracurricular activities, and maintaining a generally positive perception of campus safety and orderliness. Parent feedback also supports the notion of student safety, and there is awareness of the PBIS program among students. These

strengths highlight areas where the school is successfully supporting student experience and engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication.

Root Cause: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

Problem Statement 2 (Prioritized): Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking.

Root Cause: Awareness of the PBIS program is not fully translated into consistent practice, possibly due to inadequate training for new staff or inconsistent application across the school.

Problem Statement 3 (Prioritized): About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences.

Root Cause: The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.

Priority Problem Statements

Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication.

Root Cause 1: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Student achievement in Mathematics and Social Studies is significantly below expected levels, with only 57% of students meeting Approaches in Math and 53% in Social Studies. Masters level performance is particularly low in both subjects (13% in Math, 9% in Social Studies).

Root Cause 2: Limited conceptual understanding and gaps in foundational skills from earlier grade levels, inconsistent implementation of rigorous, standards-aligned instruction, lack of targeted intervention systems for struggling students, especially in Social Studies, and possibly underuse of data to inform small-group instruction in these content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention.

Root Cause 3: High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Emergent Bilinguals make up over 26% of the student population, but staffing and programming to support language acquisition are minimal.

Root Cause 4: Lack of certified bilingual/ESL staff or push-in/pull-out support systems, absence of Dual Language Immersion programs on campus, and limited training in sheltered instruction or SIOP strategies for general education teachers.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The school serves a high-need population with 19.3% in Special Education, 12.9% receiving dyslexia services, and 20% on Accelerated Education Plans, yet behavioral services and self-contained programming are minimal.

Root Cause 5: Understaffing or lack of capacity in special education support roles, inconsistent MTSS/RTI implementation across content areas, and limited training in trauma-informed practices or behavioral interventions may be root causes in this area.

Problem Statement 5 Areas: Demographics

Problem Statement 6: African American and Hispanic students consistently perform below campus averages across all subjects. Economically Disadvantaged students (which make up a large portion of the student population) also show significantly lower performance than their peers (e.g., 59% Approaches vs. 72% for non-Econ Disadvantaged).

Root Cause 6: Lack of differentiated instruction and targeted intervention for these specific subgroups, and potentially limited family engagement strategies that support academic development outside of school.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Students receiving Special Education services and current English Learners show the lowest levels of performance, with only 35% (Special Ed) and 54% (EL) at Approaches and even fewer at Meets and Masters.

Root Cause 7: General education instruction may not be sufficiently scaffolded to meet the linguistic or learning needs of these students, inadequate use of the learning lab, professional development for teachers in supporting ELs and students with disabilities, and limited progress monitoring and targeted skill-building opportunities.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: While 63% of students are performing at Approaches Grade Level, only 38% meet the Meets standard and 17% reach Masters, indicating a lack of depth in learning.

Root Cause 8: Focus may be primarily on remediation to Approaches, with less emphasis on acceleration to higher levels. Lack of rigorous instruction and higher-order questioning across classrooms. Infrequent use of formative assessment data to push students beyond the minimum proficiency level. Limited opportunities for academic discourse and critical thinking in lessons.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Although student support services, including guidance counseling and tutoring, are available, there is a need for more targeted and comprehensive support to address diverse student needs effectively.

Root Cause 9: There may be insufficient resources to provide comprehensive and individualized support for all students. Also, support services may be fragmented and lack coordination, leading to gaps in addressing students' needs.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Although the school provides various academic support programs, disparities exist in the effectiveness and accessibility of these programs for different student groups, particularly for those in special education and economically disadvantaged backgrounds.

Root Cause 10: There may be a lack of ongoing monitoring and adjustment of support programs to ensure they are meeting the diverse needs of all student groups.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking.

Root Cause 11: Awareness of the PBIS program is not fully translated into consistent practice, possibly due to inadequate training for new staff or inconsistent application across the school.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences.

Root Cause 12: The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.

Problem Statement 12 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure 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 and mathematics by the end of the school year: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 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.





HB3 Goal

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and State Interim Assessments for EOC tested subjects Alignment to Strategic Plan,

Strategy 1 Details	Reviews			
<p>Strategy 1: Fortify the PLC process to support lesson internalization, the instructional delivery system, and provide teachers with job embedded coaching and learning that will positively impact student achievement for all students. The IF and department leaders will work in tandem to be activators of the PLC process where all are responsible for the norms and protocols (including the five questions) needed for a successful PLC.</p> <p>Actions: a. Content coordinators will deliver Curriculum Previews during the PLC prior to each grading period and follow-up throughout the year to support ongoing learning.</p> <p>b. Teachers will use District Common Assessments (DCAs) to assess learning. Following DCAs, the Data Analysis Protocol, and Student Work Analysis will be used to analyze the teaching and learning process and make improvements.</p> <p>c. The Fundamental Five Book Study and Walkthrough form will be used to assess, analyze, and improve instruction in each classroom. Additional training will be identified and provided to teachers to improve teaching prowess.</p> <p>d. Edit and adhere to campus Instructional Coherency documents for each core content area with a focus on district "look fors" outlined in each curriculum document.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Facilitator, Department Leaders</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Emphasis on reading and mathematics instruction with a focus on the implementation and internalization of the district approved curriculum, the use of best practices, and continuous improvement.</p> <p>Actions: a. Campus administration will articulate the use of the district academic MTSS system to monitor and improve learning for targeted students and sub-groups, to include regular intervals for progress monitoring.</p> <p>b. Campus administration will create and use a weekly walkthrough system and provide teachers with snapshots of the campus learning culture to discuss during PLCs and make improvements. This will be separate from T-TESS Walkthroughs</p> <p>c. Campus administrators and teacher leaders will create and monitor the implementation of a more systemic tutorial system for targeted students and subgroups.</p> <p>d. Campus administrators and teacher leaders will explore the use of a teaching and instructional strategy training for teachers (i.e., Kaagan, book study, training relative to teaching and learning)</p> <p>e. The Instructional Facilitator, with the support of the Data and Assessment office, will train teachers on the use of data collection and analysis software tools (STAR Renaissance, Eduphoria/AWARE, etc.) to monitor student progress and make instructional decisions based on the data with emphasis on subpopulations targeted for improvement.</p> <p>f. Hire and utilize math and reading Title I tutors to push-in, pull-out, and support teachers and students.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Facilitator</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Facilitator - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create and implement a system of support for subgroups making minimal progress as measured by the "Closing the Gaps" model (i.e., Emergent Bilinguals)</p> <p>Actions: a. Identify students in targeted subpopulations and ensure, through the PLC process, teachers are aware of their baseline data, monitor, and use the plans for intervention with these students for one year's growth.</p> <p>b. Use ODS focus groups, Aware monitor groups, and a Pertinent Data Sheet to track student progress, within the MTSS framework.</p> <p>c. Assign case managers to students in these groups who will also serve as family contacts.</p> <p>d. Host family engagement nights designed to increase knowledge and support of students and families in subpopulations.</p> <p>e. Train teachers on the use of sheltered instructional strategies to support emergent bilinguals.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Facilitator</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2, 3</p> <p>Funding Sources: Tutoring - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training in data-driven decision making and continuous improvement to inform instruction and responsive teaching.</p> <p>Actions: a. Provide review and initial training for PDSA and its use in the classroom and with individual student goal setting for returning and new teachers.</p> <p>b. Provide continuous training on the use of data tools and assessments to make instructional decisions.</p> <p>c. Research and conduct professional learning as a PLC on how to write, implement, and analyze formative assessments and purposeful small group talk.</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement programs that support the ongoing development and enhancement of student character and emotional development and well-being for both staff and students.</p> <p>Actions: a. Utilize Camp Connect as a platform for building community, fostering relationships, and reinforcing the PBIS system's behavioral expectations and core values.</p> <p>b. Implement the Strengths Explorer tool to help students identify their strengths and build on them, integrating these insights into their behavioral and academic goals.</p> <p>c. Use identified community resources to provide additional social/emotional growth for students (i. e., Teen Life, Boy Scouts, etc.)</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide comprehensive training for teachers in areas that will bolster the social/emotional understanding of each stakeholder in the building and improve the overall culture.</p> <p>Actions: a. Trauma-Informed Practices: To better support students with trauma backgrounds.</p> <p>b. Implementation Year (of 4) of Leader in Me: Steven Covey's, 7 Habits of Highly Effective People for teachers and students to promote a safe and nurturing learning environment.</p> <p>c. Explore Reframing Behavior (CPI Network): To offer strategies for understanding and addressing student behavior effectively.</p> <p>d. Gallup's Strengthsfinder for Faculty and Staff to increase collaboration through a shared understanding of strengths.</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention. Root Cause: High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners.</p>

Demographics

Problem Statement 2: Emergent Bilinguals make up over 26% of the student population, but staffing and programming to support language acquisition are minimal. **Root Cause:** Lack of certified bilingual/ESL staff or push-in/pull-out support systems, absence of Dual Language Immersion programs on campus, and limited training in sheltered instruction or SIOP strategies for general education teachers.

Student Learning

Problem Statement 1: Student achievement in Mathematics and Social Studies is significantly below expected levels, with only 57% of students meeting Approaches in Math and 53% in Social Studies. Masters level performance is particularly low in both subjects (13% in Math, 9% in Social Studies). **Root Cause:** Limited conceptual understanding and gaps in foundational skills from earlier grade levels, inconsistent implementation of rigorous, standards-aligned instruction, lack of targeted intervention systems for struggling students, especially in Social Studies, and possibly underuse of data to inform small-group instruction in these content areas.

Problem Statement 2: African American and Hispanic students consistently perform below campus averages across all subjects. Economically Disadvantaged students (which make up a large portion of the student population) also show significantly lower performance than their peers (e.g., 59% Approaches vs. 72% for non-Econ Disadvantaged). **Root Cause:** Lack of differentiated instruction and targeted intervention for these specific subgroups, and potentially limited family engagement strategies that support academic development outside of school.

Problem Statement 3: Students receiving Special Education services and current English Learners show the lowest levels of performance, with only 35% (Special Ed) and 54% (EL) at Approaches and even fewer at Meets and Masters. **Root Cause:** General education instruction may not be sufficiently scaffolded to meet the linguistic or learning needs of these students, inadequate use of the learning lab, professional development for teachers in supporting ELs and students with disabilities, and limited progress monitoring and targeted skill-building opportunities.

School Processes & Programs

Problem Statement 1: Although student support services, including guidance counseling and tutoring, are available, there is a need for more targeted and comprehensive support to address diverse student needs effectively. **Root Cause:** There may be insufficient resources to provide comprehensive and individualized support for all students. Also, support services may be fragmented and lack coordination, leading to gaps in addressing students' needs.

Perceptions

Problem Statement 2: Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking. **Root Cause:** Awareness of the PBIS program is not fully translated into consistent practice, possibly due to inadequate training for new staff or inconsistent application across the school.


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 underperforming student groups as measured by state and district assessments.

Evaluation Data Sources: Focus (Referrals), Safe School Climate Surveys by Staff, Students, and Parents

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct program evaluations targeting special populations, programs, and groups to ensure program quality, coherency, efficiency, and results.</p> <p>Actions: a. Track students, numbers, pertinent data and growth for, but not limited to, the following programs/groups: Special education (resource, learning lab, PASS), dyslexia, Newcomers/EBs, GT, and subpops) .</p> <p>b. Create a system for monitoring Accelerated Instruction and students who must meet the requirement.</p> <p>c. Enlist the help and direction of program coordinators with data collection, analysis, and response.</p> <p>Staff Responsible for Monitoring: Administration, IF, Department Leaders, Program Leads</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create, monitor, and improve, a campus system of support for students in need of targeted intervention.</p> <p>Actions: a. Develop and monitor a system for targeted intervention in which identified students remain on campus, at least two days per week to strengthen skills. An evening bus would be provided.</p> <p>b. Utilize "Super Saturday" interventions, one Saturday per month to bolster specific skills and the confidence of identified students for intervention.</p> <p>c. Train students and staff to use the PDSA cycle for intervention and improvement.</p> <p>d. Assign "case managers" to help encourage and monitor identified groups of students in need of improvement.</p> <p>e. Implement "No Zero Zone" Policy.</p> <p>f. Improve communication with parents of students in targeted areas of intervention.</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Reward ceremonies and recognition gatherings.</p> <p>Actions: a. Each quarter, celebrate students with A Honor Roll, A/B Honor Roll, Perfect Attendance, Most Improved Academics, Most Improved Decision Making (Behavior), etc. to encourage others to achieve and to increase celebrations on campus.</p> <p>b. Provide tokens of celebration and reward for each group of students celebrated.</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Problem Statements: Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention. Root Cause: High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners.</p>
<p>Problem Statement 2: Emergent Bilinguals make up over 26% of the student population, but staffing and programming to support language acquisition are minimal. Root Cause: Lack of certified bilingual/ESL staff or push-in/pull-out support systems, absence of Dual Language Immersion programs on campus, and limited training in sheltered instruction or SIOP strategies for general education teachers.</p>
<p>Problem Statement 3: The school serves a high-need population with 19.3% in Special Education, 12.9% receiving dyslexia services, and 20% on Accelerated Education Plans, yet behavioral services and self-contained programming are minimal. Root Cause: Understaffing or lack of capacity in special education support roles, inconsistent MTSS/RTI implementation across content areas, and limited training in trauma-informed practices or behavioral interventions may be root causes in this area.</p>
Student Learning
<p>Problem Statement 2: African American and Hispanic students consistently perform below campus averages across all subjects. Economically Disadvantaged students (which make up a large portion of the student population) also show significantly lower performance than their peers (e.g., 59% Approaches vs. 72% for non-Econ Disadvantaged). Root Cause: Lack of differentiated instruction and targeted intervention for these specific subgroups, and potentially limited family engagement strategies that support academic development outside of school.</p>
<p>Problem Statement 3: Students receiving Special Education services and current English Learners show the lowest levels of performance, with only 35% (Special Ed) and 54% (EL) at Approaches and even fewer at Meets and Masters. Root Cause: General education instruction may not be sufficiently scaffolded to meet the linguistic or learning needs of these students, inadequate use of the learning lab, professional development for teachers in supporting ELs and students with disabilities, and limited progress monitoring and targeted skill-building opportunities.</p>

Student Learning

Problem Statement 4: While 63% of students are performing at Approaches Grade Level, only 38% meet the Meets standard and 17% reach Masters, indicating a lack of depth in learning. **Root Cause:** Focus may be primarily on remediation to Approaches, with less emphasis on acceleration to higher levels. Lack of rigorous instruction and higher-order questioning across classrooms. Infrequent use of formative assessment data to push students beyond the minimum proficiency level. Limited opportunities for academic discourse and critical thinking in lessons.

School Processes & Programs

Problem Statement 2: Although the school provides various academic support programs, disparities exist in the effectiveness and accessibility of these programs for different student groups, particularly for those in special education and economically disadvantaged backgrounds. **Root Cause:** There may be a lack of ongoing monitoring and adjustment of support programs to ensure they are meeting the diverse needs of all student groups.

Perceptions

Problem Statement 2: Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking. **Root Cause:** Awareness of the PBIS program is not fully translated into consistent practice, possibly due to inadequate training for new staff or inconsistent application across the school.

Problem Statement 3: About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences. **Root Cause:** The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.

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: By the end of the academic year, increase community and parent engagement by 30% through the implementation of targeted outreach programs and events, resulting in improved student outcomes as measured by a 15% increase in parent participation in school activities and a 10% increase in student academic performance and overall school satisfaction.

Evaluation Data Sources: Feedback Surveys, Increased Social Media Visits, Sign-In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue and create community partnerships with local churches, businesses, community organizations.</p> <p>Actions: a. Continue food program with The Hills Church b. Start a Youth in Action Program c. Explore partnerships to phase into involvement in upcoming years.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators.</p> <p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase PTSA membership to 30% of school population by the end of the 2025-2026 school year.</p> <p>Actions: a. Work with the newly formed North Oaks PTA Board to increase membership through competitions, advertisement and programming.</p> <p>Staff Responsible for Monitoring: Administrators and Counselors, PTSA Board</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase family engagement and communication opportunities.</p> <p>Actions: a. Plan and execute monthly family engagement activities. b. Begin an All Pro Dads chapter with monthly meetings. c. Principal's monthly coffee or evening chips and salsa events /town halls d. Improved Family Communication i. Weekly progress report from teacher ii. Weekly progress report from principal iii. Weekly parent newsletter</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Family Engagement - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Although student support services, including guidance counseling and tutoring, are available, there is a need for more targeted and comprehensive support to address diverse student needs effectively. **Root Cause:** There may be insufficient resources to provide comprehensive and individualized support for all students. Also, support services may be fragmented and lack coordination, leading to gaps in addressing students' needs.

Problem Statement 2: Although the school provides various academic support programs, disparities exist in the effectiveness and accessibility of these programs for different student groups, particularly for those in special education and economically disadvantaged backgrounds. **Root Cause:** There may be a lack of ongoing monitoring and adjustment of support programs to ensure they are meeting the diverse needs of all student groups.

Perceptions

Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. **Root Cause:** The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

Goal 2: 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.

High Priority

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
<p>Strategy 1: Incentivize consistent and improved attendance for individuals and groups.</p> <p>Actions: a. Individual Student Incentives include drawings for prizes. b. Classroom & Grade-Level Competitions c. Quarterly School-Wide Celebrations d. Organize larger events (e.g., movie day, field day) when the school meets attendance goals. e. Feature student spotlights for attendance improvement stories.</p> <p>Staff Responsible for Monitoring: Counselor, Attendance Clerk, Attendance Review Committee</p> <p>Problem Statements: Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage and educate families on the importance of regular school attendance.</p> <p>Actions: a. Clear and Frequent Communication through updates in the newsletters the importance of daily attendance, attendance procedures, and communicating to parents on a monthly basis their child's attendance record.</p> <p>b. Include attendance communication in parent workshops and counseling meetings stressing the academic and social impact of missing school. Distribution of easy to read flyers.</p> <p>c. Weekly meetings with the attendance clerk to support her role and student attendance.</p> <p>d. Encourage early communication for planned absences or recurring issues.</p> <p>Staff Responsible for Monitoring: Administration, attendance clerk, support staff</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: In addition to district guidelines, implement targeted interventions to avoid and respond to chronic absenteeism.</p> <p>Actions:</p> <ul style="list-style-type: none"> a. Attendance clerk provides real-time attendance checks each period for accuracy. b. 2nd Period teachers, track daily attendance and flag students after 2 consecutive absences by providing immediate outreach to families via email or call within 24 hours. c. Create student attendance plans for students with 10+ absences, create individualized attendance contracts to make-up time. d. Implement "Check-In/Check-Out" for students with poor attendance to build connection. <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention. Root Cause: High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners.</p>
School Processes & Programs
<p>Problem Statement 1: Although student support services, including guidance counseling and tutoring, are available, there is a need for more targeted and comprehensive support to address diverse student needs effectively. Root Cause: There may be insufficient resources to provide comprehensive and individualized support for all students. Also, support services may be fragmented and lack coordination, leading to gaps in addressing students' needs.</p>
Perceptions
<p>Problem Statement 2: Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking. Root Cause: Awareness of the PBIS program is not fully translated into consistent practice, possibly due to inadequate training for new staff or inconsistent application across the school.</p>
<p>Problem Statement 3: About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences. Root Cause: The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.</p>





Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Utilize job descriptions, PDSA, satisfaction surveys, and key results data to assess and improve campus operations, in order to enhance the efficiency, effectiveness, and overall satisfaction of processes and departments.

Evaluation Data Sources: Survey data, PDSA, Evaluation of goal attainment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Clarify and align job descriptions of key roles and use PDSA to set goals and improve outcomes.</p> <p>Actions: a. Each staff member will obtain and review job description; update description to reflect current duties, expectations, and performance indicators, and align roles with campus improvement goals and district priorities.</p> <p>b. Hold regular team meetings to review job descriptions and ensure each staff member understands how their role contributes to school operations and student outcomes.</p> <p>c. Use job descriptions to guide performance evaluations and identify professional development (PD) needs.</p> <p>d. Use the PDSA template to create PDSA cycles on key performance measures within their role.</p> <p>e. Have individuals and teams present results during team meetings.</p> <p>f. Develop targeted surveys for students, staff, and families based on specific operational areas (e.g., communication, safety, support services).</p> <p>g. Present survey data to all stakeholders and tie to specific metrics of improvement.</p> <p>Staff Responsible for Monitoring: Administrators, Office Staff, Counselors</p> <p>Problem Statements: Demographics 1, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the PDSA Cycle to begin the evaluative process of determining the effectiveness and efficiency of the processes identified in Strategy 1.</p> <p>Actions: a. Integrate survey results into PDSA cycles or annual goal-setting.</p> <p>b. Create mini "You Spoke, We Acted" reports to close the feedback loop and boost community trust.</p> <p>c. Identify key data points for each department or function (e.g., attendance office, counseling, custodial services).</p> <p>d. Gather baseline data at the start of the year or semester.</p> <p>e. Set SMART goals for operational improvement (e.g., "Reduce response time to entering parent note").</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention. Root Cause: High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners.</p> <p>Problem Statement 3: The school serves a high-need population with 19.3% in Special Education, 12.9% receiving dyslexia services, and 20% on Accelerated Education Plans, yet behavioral services and self-contained programming are minimal. Root Cause: Understaffing or lack of capacity in special education support roles, inconsistent MTSS/RTI implementation across content areas, and limited training in trauma-informed practices or behavioral interventions may be root causes in this area.</p>
Student Learning
<p>Problem Statement 2: African American and Hispanic students consistently perform below campus averages across all subjects. Economically Disadvantaged students (which make up a large portion of the student population) also show significantly lower performance than their peers (e.g., 59% Approaches vs. 72% for non-Econ Disadvantaged). Root Cause: Lack of differentiated instruction and targeted intervention for these specific subgroups, and potentially limited family engagement strategies that support academic development outside of school.</p>
School Processes & Programs
<p>Problem Statement 1: Although student support services, including guidance counseling and tutoring, are available, there is a need for more targeted and comprehensive support to address diverse student needs effectively. Root Cause: There may be insufficient resources to provide comprehensive and individualized support for all students. Also, support services may be fragmented and lack coordination, leading to gaps in addressing students' needs.</p>

School Processes & Programs


Problem Statement 2: Although the school provides various academic support programs, disparities exist in the effectiveness and accessibility of these programs for different student groups, particularly for those in special education and economically disadvantaged backgrounds. **Root Cause:** There may be a lack of ongoing monitoring and adjustment of support programs to ensure they are meeting the diverse needs of all student groups.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: By the end of the fall semester, review the master schedule and teacher certifications to balance class sizes as measured by enrollment report of the number of students in each class section to be greater than 15, less than 28, and have a balance of students in special populations.

Evaluation Data Sources: Master schedule, class size

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve student to teacher ratio for more balanced classes.</p> <p>Actions: a. Identify students in special programs from current and feeder campuses. Check the list with diagnosticians from each campus.</p> <p>b. Hand schedule the most vulnerable populations first. Review the schedules of students in special programs prior to finalizing schedules.</p> <p>c. Enlist the support of Department Leaders to schedule teaching sections. Final approval from building principal.</p> <p>d. Use master scheduling to strategically assign teachers with specialized and multiple certifications to classes where their expertise can address specific student needs and improve overall class balance.</p> <p>e. Recruit and encourage teachers to increase certifications to benefit student improvement.</p> <p>Staff Responsible for Monitoring: Administrators, Professional Counselor</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Although student support services, including guidance counseling and tutoring, are available, there is a need for more targeted and comprehensive support to address diverse student needs effectively. Root Cause: There may be insufficient resources to provide comprehensive and individualized support for all students. Also, support services may be fragmented and lack coordination, leading to gaps in addressing students' needs.</p>
<p>Problem Statement 2: Although the school provides various academic support programs, disparities exist in the effectiveness and accessibility of these programs for different student groups, particularly for those in special education and economically disadvantaged backgrounds. Root Cause: There may be a lack of ongoing monitoring and adjustment of support programs to ensure they are meeting the diverse needs of all student groups.</p>

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

Performance Objective 1: By the end of the academic year, achieve 90% adherence to the PBIS (Positive Behavioral Interventions and Supports) program by ensuring consistent implementation and practice across the school, as evidenced by regular observations and feedback.

Evaluation Data Sources: PBIS Implementation Data: Use observation data, implementation audits, and staff feedback to measure adherence to the PBIS program and identify areas for improvement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide comprehensive training for staff and students through implementation and evaluation phases.</p> <p>Actions: a. Provide regular, comprehensive training for all staff and students, including new hires, on the PBIS program to ensure consistent understanding and application.</p> <p>b. Offer periodic refresher courses and workshops to reinforce PBIS practices and address any inconsistencies in implementation.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and support implementation of the PBIS Program.</p> <p>Actions: a. Conduct regular audits and observations to assess the consistency of PBIS implementation and identify areas needing additional support or adjustments.</p> <p>b. Create PBIS support teams or committees to assist with the ongoing implementation, address challenges, and provide feedback and guidance to staff.</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance communication and feedback (PDSA) around the PBIS system for implementation with consistency and fidelity.</p> <p>Actions: a. Schedule regular check-ins with staff to discuss PBIS implementation progress, share successes, and address any concerns or challenges.</p> <p>b. Establish feedback channels for staff to share their experiences and suggestions related to PBIS implementation and support.</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide comprehensive training for teachers in areas that will bolster the social/emotional understanding of each stakeholder in the building and improve the overall culture.</p> <p>Actions: a. Trauma-Informed Practices: To better support students with trauma backgrounds.</p> <p>b. Implementation Year (of 4) of Leader in Me: Steven Covey's, 7 Habits of Highly Effective People for teachers and students to promote a safe and nurturing learning environment.</p> <p>c. Explore Reframing Behavior (CPI Network): To offer strategies for understanding and addressing student behavior effectively.</p> <p>d. Gallup's Strengthsfinder for Faculty and Staff to increase collaboration through a shared understanding of strengths.</p> <p>Staff Responsible for Monitoring: Administration, IF, Department Leaders</p> <p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Although student support services, including guidance counseling and tutoring, are available, there is a need for more targeted and comprehensive support to address diverse student needs effectively. Root Cause: There may be insufficient resources to provide comprehensive and individualized support for all students. Also, support services may be fragmented and lack coordination, leading to gaps in addressing students' needs.</p> <p>Problem Statement 2: Although the school provides various academic support programs, disparities exist in the effectiveness and accessibility of these programs for different student groups, particularly for those in special education and economically disadvantaged backgrounds. Root Cause: There may be a lack of ongoing monitoring and adjustment of support programs to ensure they are meeting the diverse needs of all student groups.</p>

Perceptions

Problem Statement 2: Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking. **Root Cause:** Awareness of the PBIS program is not fully translated into consistent practice, possibly due to inadequate training for new staff or inconsistent application across the school.

Problem Statement 3: About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences. **Root Cause:** The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.





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

Performance Objective 2: By the end of the academic year, increase student perceptions of campus safety and orderliness by 30% through consistent enforcement of safety protocols and enhanced communication of safety procedures.

Evaluation Data Sources: Student Perception Surveys: Administer surveys to assess changes in student perceptions of safety and orderliness, and analyze the data to evaluate the effectiveness of safety protocols and communication efforts.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will ensure consistent enforcement of safety protocols.</p> <p>Actions: a. Review and reinforce campus safety and orderliness protocols, to include Safe Schools Training, with all staff to ensure consistent application across the school.</p> <p>b. Conduct regular safety audits and observations to monitor adherence to protocols and address any inconsistencies or issues.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators, counselors, and teachers will enhance student awareness and communication regarding campus safety.</p> <p>Actions: a. Conduct safety education programs for students to increase their understanding of safety procedures and the importance of following them.</p> <p>b. Communicate regularly with students about safety protocols and any updates or changes to ensure they are aware and informed.</p> <p>Staff Responsible for Monitoring: Administrators,, Counselors</p> <p>Problem Statements: Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators, counselors, and teachers will address individual and group concerns on safety topics.</p> <p>Actions: a. Continue the use of Incident Reports, Anonymous Alerts, and Threat Assessments to promote feedback mechanisms for individual and group safety concerns.</p> <p>b. Address individual and group concerns related to safety promptly and effectively, and provide additional support or resources as needed.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, and Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. Root Cause: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.</p> <p>Problem Statement 2: Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking. Root Cause: Awareness of the PBIS program is not fully translated into consistent practice, possibly due to inadequate training for new staff or inconsistent application across the school.</p> <p>Problem Statement 3: About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences. Root Cause: The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.</p>

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

Performance Objective 3: By the end of the academic year, increase parent engagement by 40% through the implementation of targeted outreach and communication strategies, resulting in a more representative sample of parent feedback and improved school-community collaboration.

Evaluation Data Sources: Parent Engagement Metrics: Track participation rates in parent engagement events, survey response rates, sign-in sheets, and the number of new communication strategies implemented to measure the increase in parent engagement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance outreach and communication to increase stakeholder support of the teaching and learning environment.</p> <p>Actions: a. Develop and execute targeted communication campaigns using multiple channels such as emails, text messages, social media, and community events to reach a broader parent audience</p> <p>b. Organize regular, diverse parent engagement events such as workshops, informational sessions, and family nights to increase parent participation and involvement.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve survey participation to increase sample size and gain a more comprehensive view of safety among the school community.</p> <p>Actions: a. Simplify surveys by ensuring they are short, simple, and accessible, with clear instructions and multiple language options to increase completion rates.</p> <p>b. Send follow-up reminders and offer incentives for completing surveys to boost participation rates.</p> <p>Problem Statements: Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. Root Cause: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.</p>

Perceptions

Problem Statement 3: About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences. **Root Cause:** The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.

State Compensatory

Budget for North Oaks Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 3.94

Brief Description of SCE Services and/or Programs

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Personnel for North Oaks Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Gaston	Student Assistance Counselor	1
Jacqlene Johnson	Reading Intervention	0.65
James Snider	Teacher	0.29
Monica Moreno	Teacher	1
Nataly Montelongo	Educational Assistant	1

Title I