

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



# Mission Statement

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

## Vision

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

## Value Statement

1. We create an environment where students and parents feel cared about, valued, welcome, and have a sense of belonging.
2. We teach students to take risks, to be comfortable with the prospect of failure, to learn from their mistakes, and to not be discouraged by them.
3. We embrace new challenges as opportunities for growth.
4. We build strong relationships to foster social, emotional, and academic growth.
5. We treat all students with respect, regardless of race, religion, sexual orientation, disability, or economic status.
6. We achieve academic potential through a shared culture of good citizenship and the ongoing pursuit of excellence.
7. We model and teach respect, acceptance, cooperation, empathy, and kindness.
8. We show excitement and knowledge about the learning process.

9. We show pride and ownership of our campus.
10. We are empowered to create unique, memorable, and personal experiences to encourage parent involvement and student success.
11. We own and immediately resolve problems and model self-accountability by being solution-seekers, not problem-finders.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Richland Middle School serves a diverse student population of 882 students, with 52% male and 48% female. The largest ethnic group is Hispanic-Latino, representing 47% of the student body, followed by White students at 30%, and Black or African American students at 11%. Approximately 24% of students are classified as Emergent Bilinguals, and 66% of the students are economically disadvantaged. Key student programs include Special Education, which serves 17% of the population, and Section 504, supporting 12%. The school is fully Title I, serving a high percentage of at-risk students (61%).

### Demographics Strengths

North Richland Middle School boasts a vibrant and diverse cultural community, enriching the learning environment for all students. Teachers effectively use a variety of strategies tailored to support the diverse demographic makeup of the school, ensuring that each student's unique background is recognized and valued in the classroom. Additionally, both staff and students promote a culture of acceptance and inclusivity, creating a welcoming atmosphere where diversity is celebrated and embraced.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Special Education students performed significantly lower than the overall campus score for the 2025 school year.

**Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

**Problem Statement 2 (Prioritized):** Hispanic students are performing lower than their non-Hispanic peers across all content areas.

**Root Cause:** This performance gap is due to a combination of factors, including gaps in foundational literacy and academic vocabulary, limited access to differentiated instructional strategies that meet language and cultural needs, and inconsistent implementation of targeted interventions. Additionally, family engagement and culturally responsive practices have not been leveraged consistently to build strong c

# Student Learning

## Student Learning Summary

Data projections have indicated that North Richland Middle School is expected to receive a C rating in Domain 1 of the state accountability system for the 2024-2025 school year, with an average passing rate of 67%. This projection highlights the need for targeted interventions and strategic planning to improve student outcomes and elevate our school's performance.

To address these challenges, we are implementing a range of strategies, including the deployment of math, reading, and Limited English Proficiency (LEP) interventionists. These specialists will work closely with students to provide targeted support and ensure that all learners have the opportunity to succeed. Additionally, we are utilizing backwards design for common assessments, which allows us to align our teaching with desired learning outcomes and better prepare our students for success.

Our approach includes intensive data discussions with a particular focus on English Bilingual (EB) and Special Education (Sped) populations. By analyzing data closely, we can identify areas of need and tailor our instruction to support all learners effectively. We are also emphasizing intentional instruction that targets specific learning goals, ensuring that every student receives the support they need to thrive.

The implementation of a STEM curriculum in Math and Science is another key component of our strategy. By integrating Science, Technology, Engineering, and Math into our curriculum, we aim to engage students in hands-on, inquiry-based learning that fosters critical thinking and problem-solving skills.

Professional Learning Communities (PLCs) are collaborating to prioritize Tier 1 instruction, focusing on increasing rigor, relevance, and engagement in the classroom. For students requiring additional support, we are providing Tier 2 and 3 interventions through small group instruction and utilizing STMath for tutorial sessions both during and outside of the school day. These efforts are designed to enrich and remediate all students, ensuring that no learner is left behind.

Our instructional strategies also include the "Talk Read, Talk Write" structure, which promotes active engagement and comprehension. We are incorporating EB strategies, visible learning techniques, and practices that increase student accountability. Interactive vocabulary practice and the use of word walls are being implemented to enhance language acquisition and retention, supporting our students in becoming more confident and capable learners.

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Reading	72%	45%	18%
Math	70%	46%	36%
Science	75%	48%	14%
Social Studies	51%	21%	9%

## Student Learning Strengths

Our school has made significant strides in ensuring that our students approach and meet grade-level standards, which has resulted in increased academic achievement across the board. This progress is a testament to the dedication of our educators and the hard work of our students, who have consistently risen to the challenges set before them.

We are particularly proud of the growth demonstrated by our White, African American, and English Bilingual (EB) students. Their strong performance in reading and math highlights the effectiveness of our tailored instructional strategies and the supportive learning environment we strive to maintain. This growth is a clear indicator of our commitment to fostering an inclusive and equitable educational experience for all students.

In addition to our achievements in reading and math, our students have also shown solid results in science. This success reflects our emphasis on hands-on, inquiry-based learning that encourages students to explore and understand the world around them. Furthermore, our social studies program has reached our "Meets" goal, underscoring our dedication to providing a comprehensive education that prepares students to be informed and engaged citizens.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our students have not shown mastery to level of like campuses.

**Root Cause:** Students have not demonstrated mastery at the level of like campuses because classroom instruction often lacks the appropriate level of rigor needed to meet grade-level expectations. Excessive reliance on scaffolds for struggling learners has limited opportunities for students to engage in productive struggle, apply higher-order thinking, and develop independent problem-solving skills.

**Problem Statement 2 (Prioritized):** Special Education students performed significantly lower than the overall campus score for the 2025 school year.

**Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

# School Processes & Programs

## School Processes & Programs Summary

- NRMS daily schedule consists of 8 classes, with over 45 minutes in each class period. On-level Mathematics is double blocked allowing two class periods with honors moving at a faster pace with only 45 minute class periods.. This provides one session for instruction and another for intervention. Sixth and seventh grade English Language Arts follow the blocked schedule like Mathematics.
- All NRMS teachers offer tutorials to students, with at least one morning tutorial session and one afternoon tutorial session to accommodate students needs.
- Teachers utilize PLC to plan using the Planning for Learning Protocols to align teaching to the rigor of the TEKS (Texas Essential Knowledge and Skills), DCA's (District Common Assessment), and STAAR (State of Texas Assessments of Academic Readiness) with a focus on backwards design of assessments to ensure alignment of taught and tested curriculum.
- Instructional Coherency Documents outline expectations for core content classrooms.
- Departments implement grade-level and team SMART (specific, measurable, achievable, relevant and time-bound) goals to monitor students' progress throughout the year. Goals are shared with students and monitored on a nine-weeks basis as part of the PDSA (Plan-Do-Study-Act) protocols.
- RtI is implemented through small group instruction during one period of the math block and through Reading Intervention Classes.
- A focus on the district and campus professional learning in literacy development through the campus-wide implementation of Literacy strategies in all content and a focus on Read, Write, Think and Discuss.
- The campus professional learning focuses on the continued implementation of the continuous improvement process and tools, including a PDSA board, posting of mission statements, and use of student data folders.
- The campus implementation of STEM curriculum through Science and Math classes through the use of PBL's to increase the rigor and relevance.
- Specialized programs for special education students. PASS (Positive Approach to Student Success) is designed to serve students whose behaviors impede their learning or the learning of others. SEEC (Structured Environment to Enhance Communication) program is an early intervention environment designed to meet the need of K-8 grades students who have multiple learning and language barriers.
- Staff is recruited through job fairs, local universities and staff recommendations.
- Our campus has a number of resources available to teachers. Classrooms are equipped with one computer and projector for teacher use and document cameras are available for use. All classrooms are 1 to 1 student-to-device to device usage.
- Classrooms are equipped with newline screens throughout the campus.
- Our students engage in the **Engineering Design Process (EDP)** across grade levels, fostering creativity, collaboration, and problem-solving.
- Cross-curricular **STEM projects** encourage students to apply knowledge in real-world contexts, preparing them for college, career, and beyond.
- **STEM Night** provides families with opportunities to experience hands-on activities that mirror the classroom learning process.

## School Processes & Programs Strengths

- Teachers utilize the instructional time to the fullest by teaching bell to bell and not holding students back from another class period.
- PLC's are functioning. The focus on collaboration, PLC+ structures and use of district and campus protocols for analyzing assessments and instruction.
- District Common Assessments results are used to guide future instruction and adjust current instruction. They are used for remediation and intervention of students to close gaps in learning.
- Common assessment data utilized through AWARE is used to evaluate the alignment of the taught and tested curriculum and provide appropriate interventions to support students.
- SMART goals are monitored each nine weeks to allow teachers to reflect on their goals and ensure they are moving towards the goal.
- NRMS teachers are attending professional development offered through the district in support of literacy strategies, continuous improvement, lesson planning system, technology resources and instructional best practices.
- NRMS teachers are utilizing Canvas to support all learners.

- Our campus provides students with frequent opportunities to engage in **hands-on STEM learning through the Engineering Design Process (EDP)**, which strengthens problem-solving, collaboration, and critical thinking skills.
- **STEM Night and cross-curricular STEM projects** build excitement for learning, foster family and community engagement, and showcase students' ability to apply classroom knowledge in real-world contexts.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards..

**Root Cause:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

**Problem Statement 2 (Prioritized):** Students are not attending school at required levels.

**Root Cause:** Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.

**Problem Statement 3 (Prioritized):** Special Education students performed significantly lower than the overall campus score for the 2025 school year.

**Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

# Perceptions

## Perceptions Summary

At our school, we recognize the importance of effective communication with all families, which is why we offer campus communication in several languages. This initiative ensures that families who do not speak English as their first language can fully engage with the school community and access important information regarding their children's education.

We are proud to offer our students a diverse range of academic and extracurricular activities at NRMS. This variety allows students to explore their interests, develop new skills, and engage in enriching experiences beyond the traditional classroom setting.

Our commitment to character education is exemplified through the Character Strong curriculum, which is supported by the Falcon Way. Additionally, students are encouraged to participate in community service activities throughout the year, fostering a sense of responsibility and empathy towards others.

Addressing bullying is a priority at our school, and we adhere to district protocols to document and investigate incidents, including cyber-bullying, bullying, and harassment. Campus administrators are dedicated to meeting with both victims and perpetrators to resolve issues and promote a safe and supportive environment for all students.

The discipline data indicates a positive trend, with a noticeable improvement in student incidents. It is important to note that most referrals are attributed to a small percentage of students, highlighting the need for targeted interventions to support these individuals.

Each year, we evaluate our Campus Mission Statements and Core Belief statements to ensure they accurately reflect our identity and aspirations as a campus. This ongoing process helps us maintain a clear focus on our goals and values.

This year, we have introduced the NRMS Spirit Club, which is designed to enhance school spirit through student-led initiatives. This club provides students with the opportunity to take an active role in fostering a positive and inclusive school culture.

## Perceptions Strengths

At North Richland Middle School, we prioritize effective communication by offering information in multiple languages, ensuring that non-English speaking families are fully supported and engaged in their children's education. This commitment to inclusivity helps bridge language barriers and fosters a strong partnership between the school and our diverse community.

Our students benefit from a comprehensive array of academic and extracurricular activities, providing them with opportunities to explore their interests and develop new skills. This diverse offering not only enhances their educational experience but also encourages personal growth and a well-rounded development.

The Character Strong curriculum, along with the Falcon Way and community service initiatives, plays a crucial role in cultivating a positive campus culture. These programs emphasize character development and community involvement, which are essential in shaping responsible and empathetic individuals.

We are proud to report that recent discipline data shows significant improvements, with a noticeable decrease in physical altercations. Our focus on resolving conflicts through mediation has been instrumental in creating a more harmonious school environment, where students learn to address issues constructively.

The perception of our staff has improved, reflecting the positive changes in our campus culture. Students consistently report feeling safe at school, which is a testament to the supportive and nurturing environment we strive to maintain.

The implementation of various clubs, such as the Book Club, Game Club, Garden Club, and NRMS Spirit Club, further enriches our students' experience. These clubs provide additional avenues for student support and foster a strong sense of school spirit, contributing to a vibrant and engaged school community.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed.

**Root Cause:** the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns.

**Problem Statement 2:** Campus culture is improving with staff, however, we need to engage the community to create a positive culture and positive relationships with external organizations and stakeholders.

**Root Cause:** Consistent systems for outreach, communication, and collaboration with families and external stakeholders have not been fully developed or implemented. Opportunities for partnerships are often event-based rather than ongoing, and there is limited intentionality in building two-way communication and sustained relationships that connect community resources to student learning and campus culture.

# Priority Problem Statements

**Problem Statement 1:** Special Education students performed significantly lower than the overall campus score for the 2025 school year.

**Root Cause 1:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

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

**Problem Statement 2:** Hispanic students are performing lower than their non-Hispanic peers across all content areas.

**Root Cause 2:** This performance gap is due to a combination of factors, including gaps in foundational literacy and academic vocabulary, limited access to differentiated instructional strategies that meet language and cultural needs, and inconsistent implementation of targeted interventions. Additionally, family engagement and culturally responsive practices have not been leveraged consistently to build strong c

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards..

**Root Cause 3:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Students are not attending school at required levels.

**Root Cause 4:** Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed.

**Root Cause 5:** the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Our students have not shown mastery to level of like campuses.

**Root Cause 6:** Students have not demonstrated mastery at the level of like campuses because classroom instruction often lacks the appropriate level of rigor needed to meet grade-level expectations. Excessive reliance on scaffolds for struggling learners has limited opportunities for students to engage in productive struggle, apply higher-order thinking, and develop independent problem-solving skills.

**Problem Statement 6 Areas: Student Learning**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Campus department and/or faculty meeting discussions and data

# Goals

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

**Performance Objective 1:** Improve performance in Domain 3 Closing the Gaps by making a year's growth on Renaissance Star reading and mathematics which would in turn increase the number of students performing at the "meet" or "master" level as measured by the spring 2026 STAAR assessments.

The All Students group will score 56% on "Meets" for the 2025 STAAR Reading Assessment.

The All Students group will score 42% on "Meets" for the 2025 STAAR Math Assessment.

## **High Priority**

**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><b>Strategy 1:</b> Build capacity of campus staff to implement the District curriculum and Tier 1 Strategies .</p> <p><b>Actions:</b> a) Oversee the implementation of Tier 1 strategies and the campus coherency documents.  b) Utilize campus facilitators to provide professional learning for Tier 1 and campus strategies.  c) Use walk through data to provide feedback and support teachers on the use of Tier 1 and campus strategies in the classroom.  d) Assist teachers with collecting data and using it to develop lessons and target instruction.  e) Staff were trained to use Myers' Generative Learning SOI instructional framework as they plan and teach.  f) Arrange opportunities for teachers to observe classrooms.  g) Continue to implement strategies and routines from Nancy Motley's Talk Read Talk Write to improve critical thinking through student discourse.  h) Utilize district curriculum coordinators, multilingual services and the DLS team monthly to provide professional learning and collaboration to enhance our Tier 1 instructional practices through PLCs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative  Leadership Team  Facilitators  Department Heads</p> <p><b>Title I:</b>  2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>- <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional Facilitator - 255 - Title II, Instructional Facilitator - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

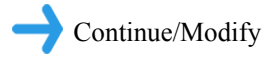
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue utilizing NRMS system for teachers to routinely observe and reflect on best teaching strategies.</p> <p><b>Actions:</b> A) Continue to utilize Observation Protocols            B) Provide Training and Support for new hires            C) Implement a Schedule and Rotations            D) Facilitate Observation Sessions            E) Encourage Peer Feedback and Collaboration            F) Promote Reflection and Action Planning</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team            Facilitators            Department Heads</p> <p><b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide training on data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.</p> <p><b>Actions:</b> a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process.            b) Use Campus Protocol and walk throughs that are specific to instruction and program implementation for the purpose of improving student performance.            c) Conduct training on using data from multiple assessments (Unit Test, Star Renaissance, and Interims) to inform instruction and document student growth.            d) Support teacher training on the implementation of tier-one priorities.            f) Continue to train and require the regular use of continuous improvement processes in the classroom.            g) Collect, analyze and use data to monitor student progress for the purpose of closing achievement gaps and responding to the individual needs of students to ensure all students make expected growth .            h) Implement and conduct the district Lesson Refinement and After-Action Protocols in PLC to inform instruction and responsive teaching.</p> <p><b>Staff Responsible for Monitoring:</b> Facilitators, Administration,</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math            - <b>ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

**Problem Statement 2:** Hispanic students are performing lower than their non-Hispanic peers across all content areas. **Root Cause:** This performance gap is due to a combination of factors, including gaps in foundational literacy and academic vocabulary, limited access to differentiated instructional strategies that meet language and cultural needs, and inconsistent implementation of targeted interventions. Additionally, family engagement and culturally responsive practices have not been leveraged consistently to build strong c

#### Student Learning

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**Problem Statement 2:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

#### School Processes & Programs

**Problem Statement 1:** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards.. **Root Cause:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

**Problem Statement 3:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

**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 state and district assessments.

**High Priority**





**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize district resources to close gap in student performance on STAAR Social Studies to achieve the campus goal of 25% at MEETS on all campus, district and state assessments.</p> <p><b>Actions:</b> A) Utilize classroom observations, feedback, and resources from Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.                      B) Collaborate with district content coordinator/multilingual services 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.                      C) Continue to provide Social Studies teachers with training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks.                      D) Monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.                      E) Continue implementation of Nancy Motley's Talk Read Talk Write routines and strategies to increase student critical thinking and discourse.                      F) Train and implement reading strategies to help students synthesize and inference stimuli.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Facilitator, Social Studies Coordinator</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure that students learn course content by providing a schoolwork recovery program, Thursday Night School, for academic achievement.</p> <p><b>Actions:</b> a) Train Staff during August PL and remind during staff meetings, emails, and PLCs throughout the year.                      b) Recruit staff members                      c) Create spreadsheet to provide communication to staff, families, and students.                      d) Communicate with students and parents of missing work and time and date for recovery.                      e) Analyze progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administration                      Classroom Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs.</p> <p><b>Actions:</b> A) Standardize processes for making decisions regarding programming, assessment, supports and accommodations for all students receiving specialized services  B) Provide necessary resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student need  C) Provide training to general education teachers to support the learning of students receiving specialized services during PLCs and individually  D) Provide information to staff, parents and community about specialized programs  E) Implement coaching cycles with Learning Lab and EB teacher with the Instructional Facilitators.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership  Team, EB Coach, Content Coordinators, SPED Coordinator</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize resources to provide personnel, technology and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Actions:</b> A) Hire necessary staff to meet HB4545 and RtI of all students  B) Provide instructional materials for staff as needed. Assess effectiveness of use.  C) Train staff in software used for programming and monitor student progress.  D) Collaborate with the district DLS team to provide instructional strategies and technology integration during content PLC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - School Processes &amp; Programs 1, 2, 3</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE, Tutoring - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Enlist community and business partners to assist in providing support to students and families</p> <p><b>Actions:</b> A) Collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes.            B) Identify and communicate the needs of the student population and their families with community partners            C) Design and implement a Family and Parent Engagement Policy            D) Host a Title 1 Meeting            E) Develop and give a campus parent survey</p> <p><b>Staff Responsible for Monitoring:</b> Administration Leadership Team</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implementation of STEM inquiry and PBL through science classrooms to ensure 51% of NRMS science students meet grade level expectations on all campus, district and state assessments.</p> <p><b>Actions:</b> A) Establish STEM committee and attend TEA STEM training as a team.            B) Develop PLC with department heads and facilitators to provide support on areas of need based on data and the district PLC rubric.            C) Provide coaching on Tier 1 priorities for teachers.            D) Utilize the district Tier 1 rubric to calibrate teacher's implementation of domains within instruction through walk-through data.            E) Collaborate with district content coordinator to provide the science 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.            F) Train and support implementation of Nancy Motley's Talk Read Talk Write routines and strategies to increase student critical thinking and discourse in the classroom.            G) Train and support teacher's on use of EDP (engineering design protocol) in all classrooms to support higher order thinking skills and collaborative problem solving.            H) Develop and implement PBL projects for each grade level to be used in the second semester of the 25-26 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (includes Department Heads, Admin Instructional Facilitators), Math and Science Teachers, Content Coordinators</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> NRMS will build a strong AVID foundation by equipping teachers with consistent instructional strategies, fostering a college- and career-ready culture, and empowering students with organizational and critical thinking skills to ensure academic success.</p> <p><b>Actions:</b> a.) Staff will participate in professional development over AVID strategies.  b.) Students selected for AVID will sign contracts and use binders to improve organization.  c.) Administrative team will do instructional walks to celebrate WICOR strategies in use in classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (Admin &amp; Instructional Facilitators), AVID Teachers, AVID Coordinator, District AVID coordinator</p> <p><b>Title I:</b>  2.53, 2.532  - <b>TEA Priorities:</b>  Connect high school to career and college, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Special Education students performed significantly lower than the overall campus score for the 2025 school year. <b>Root Cause:</b> instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add</p>
<p><b>Problem Statement 2:</b> Hispanic students are performing lower than their non-Hispanic peers across all content areas. <b>Root Cause:</b> This performance gap is due to a combination of factors, including gaps in foundational literacy and academic vocabulary, limited access to differentiated instructional strategies that meet language and cultural needs, and inconsistent implementation of targeted interventions. Additionally, family engagement and culturally responsive practices have not been leveraged consistently to build strong c</p>
Student Learning
<p><b>Problem Statement 1:</b> Our students have not shown mastery to level of like campuses. <b>Root Cause:</b> Students have not demonstrated mastery at the level of like campuses because classroom instruction often lacks the appropriate level of rigor needed to meet grade-level expectations. Excessive reliance on scaffolds for struggling learners has limited opportunities for students to engage in productive struggle, apply higher-order thinking, and develop independent problem-solving skills.</p>
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## School Processes & Programs

**Problem Statement 1:** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards.. **Root Cause:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

**Problem Statement 2:** Students are not attending school at required levels. **Root Cause:** Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.





**Problem Statement 3:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

## Perceptions

**Problem Statement 1:** Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. **Root Cause:** the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns.

**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 an awareness of social-emotional development as measured by a district-administered student survey.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure at-risk students remain engaged in school.</p> <p><b>Actions:</b> A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within four years.            B) PBIS store moved Falcon Funds to online format, expand the store daily for students to be able to earn &amp; spend points.            C) Utilize Tier 3 Behavior Team to develop a plan for student success.            D) Campus Counselor will meet with Tier 2 and 3 students who need support for social and emotional needs.            E) Provide opportunities to prepare for postsecondary possibilities through college visits.            F) Train teachers on De-escalation strategies through the research-based strategies.            G) Continue to utilize Doug Lemov's Teach Like a Champion playlist for teachers to reference throughout the year.            H) Train and refresh teachers on CHAMPs structures and expectations. Monitor &amp; support use throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team, Teachers, Facilitators</p> <p><b>Problem Statements:</b> School Processes &amp; 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:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Students are not attending school at required levels. <b>Root Cause:</b> Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.</p>
Perceptions
<p><b>Problem Statement 1:</b> Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. <b>Root Cause:</b> the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns.</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 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor Behavior RtI process</p> <p><b>Actions:</b> A) Implement the campus behavior RtI process                      b) Train staff on Behavior RtI process                      C) Align campus discipline with PBIS team suggestions                      D) Implement Campus wide Restorative Discipline plan.                      E) Train staff in Restorative Practices and Conscious Discipline.                      F) Monitor students assigned to DAEP and return to campus.                      G) Develop leadership class for Tier 3 students to learn appropriate school behaviors.                      H) Train staff in STOIC and CHAMPS strategies.                      I) Maintain campus store for students to purchase items using Falcon Funds.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team, Classroom Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Special Education students performed significantly lower than the overall campus score for the 2025 school year. <b>Root Cause:</b> instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add</p>
Student Learning
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## School Processes & Programs

**Problem Statement 1:** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards.. **Root Cause:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

**Problem Statement 2:** Students are not attending school at required levels. **Root Cause:** Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.





**Problem Statement 3:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

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

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

**Evaluation Data Sources:** Focus, report cards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student and staff attendance</p> <p><b>Actions:</b> A) Ensure that our campus designs and implements improvement plan strategies to increase student attendance.            B) Ensure that our campus designs and implements improvement plan strategies to increase staff attendance.            C) Utilize resources to reward students for increased attendance to raise attendance to 96%            D) Utilize resources to increase staff morale to increase staff attendance.            E) Administration will utilize Project Education to track, monitor and address attendance issues.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue





**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Students are not attending school at required levels. <b>Root Cause:</b> Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.</p>
Perceptions
<p><b>Problem Statement 1:</b> Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. <b>Root Cause:</b> the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns.</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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Continuous Improvement</p> <p><b>Actions:</b> A) Expand continuous improvement implementation to include additional elements and tools.            B) Utilize PLC to provide professional development on continuous improvement in the classroom through Department Heads.            C) Monitor implementation of Continuous Improvement implementation in the classrooms.            D) Align PGSLO for teachers with continuous improvement.            E) Use PDSA to evaluate campus programs            F) Monitor PDSA through intentional data walks and meetings with Admin to monitor growth on reassessment of needed content.            G) Implement teacher data binders to track student accommodations and monitor student progress/growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership            Team, Content Coordinators, Department Chairs</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue


**Performance Objective 2 Problem Statements:**


<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards.. <b>Root Cause:</b> The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind</p>


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


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collect perception data from students on safety at school.</p> <p><b>Actions:</b> A) Collect data from students on school safety                      B) Analyze data to identify areas of improvement                      C) Implement strategies to address areas of need such as arrival, passing periods and dismissal.                      D) Communicate safety drill expectations to all students                      E) Participate in monthly safety drills</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Students are not attending school at required levels. <b>Root Cause:</b> Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.</p>
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**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review district data about safety</p> <p><b>Actions:</b> A) Complete safety training as provided by district                      B) Complete monthly safety walks of campus                      C) Utilize data from safety walks and safety audits to make improvements</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Problem Statements:</b> School Processes &amp; 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 2 Problem Statements:**

School Processes & Programs
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**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize CIP to focus campus improvement with students and staff</p> <p><b>Actions:</b> 1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members. 2. Monitor growth towards meeting safety goals and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (includes Department Heads, admin, and Academic Coach)</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3 - Perceptions 1</p> <p><b>Funding Sources:</b> Family Engagement - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
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### Student Learning

**Problem Statement 2:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

### School Processes & Programs

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# State Compensatory

## Budget for North Richland Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.65

**Brief Description of SCE Services and/or Programs**

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## Personnel for North Richland Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mirtha Brown	Teacher	1
Sandra Orta	Student Assistance Counselor	1
Sherry Grosenbach	Reading Intervention	0.65
Yannis Espino	Educational Assistant	1

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aubrey Steinbeck	Instructional Facilitator	Title I	1.0