Birdville Independent School District

North Ridge Middle School

2026-2027 Initial Plan

Mission Statement

Through collaborative practice, purposeful work, and responsive review,

North Ridge Middle School will

empower lifelong learners who will value creativity and diversity as they

deepen strong moral character within a meaningful, safe, and stimulating learning environment.

Vision

Through open, honest communication with our students, parents, and colleagues, we will foster a safe environment committed to creating a lifelong love of learning. Students will know that their successes are due to their hard work and effort. Through our example, our students will learn to respect themselves, their peers, and gain a yearning for self-improvement. Their educational experience will instill the belief that they can succeed and will continue to contribute

Value Statement

1. We build strong relationships on our campus in which our encounters are personal and meaningful, with a goal to produce a positive, proactive work environment.

2. We see all challenges as opportunities and we own them.

3. We embrace the opportunity to continually grow through a refusal to be complacent, a desire to be the best, and functioning within a system that supports reflective practice.

4. We value the differences inherent in each stakeholder and place ourselves in a position of reciprocal

trust and transparency to be relied upon for the unique strengths we bring to the table.

5. We are adaptive and transparent.

6. We celebrate the success of one another.

7. We set clear expectations and boundaries, as well as provide an engaging learning environment.

8. We know our roles. We clarify them often and provide additional assistance when and where needed.
9. We seek to create unique, rigorous, and real-world experiences.

10. We respond to the needs of our students with a sense of urgency and adhere to the belief in a holistic approach to helping each student grow academically and socially.

11. We strive to anticipate the explicit and implied needs of our students and staff members.

12. We strive to ensure that our school is safe, clean, comfortable, and maintained to the strictest standards.

13. We use data to guide our decisions, improve and develop the learner, and to evaluate our effectiveness.

14. We strive for perfection in order to be excellent.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Ridge Middle School is home to a diverse student body of 662 individuals, reflecting a rich tapestry of cultural and ethnic backgrounds. The majority of our students, 55.1%, identify as White, while 27.0% are Hispanic, contributing to the vibrant multicultural environment of our school. Additionally, 7.0% of our students are Black or African American, 3.2% are Asian, and 6.1% identify as being of Two or More Races. A smaller percentage, 0.5%, are American Indian or Alaska Native, further adding to the diversity that we celebrate and embrace within our school community.

Our school is committed to providing tailored educational support to meet the varied needs of our students. Currently, 13.79% of our students receive Special Education services, ensuring that they have access to the resources and support necessary for their academic success. We also recognize and nurture the potential of our high-achieving students, with 9.5% identified as Gifted and Talented, offering them opportunities to excel and challenge themselves further.

Career and Technology education is a significant focus at North Ridge Middle School, with 48.00% of our students enrolled in one or more courses in this area. This participation underscores our commitment to equipping students with practical skills and knowledge that will serve them well in their future educational and career endeavors. Additionally, we support 7.6% of our students who are Emergent Bilinguals, providing them with the language assistance they need to thrive academically and socially.

We are acutely aware of the socioeconomic challenges faced by some of our students, with 42.6% identified as Economically Disadvantaged. Our school is dedicated to providing equitable access to educational resources and opportunities to ensure that all students can succeed, regardless of their economic background. Furthermore, 46.1% of our students are identified as At Risk, and we are committed to implementing targeted interventions and support systems to help these students overcome barriers to their academic success.

North Ridge Middle School currently serves 662 students:

55.1% White

27.0% Hispanic

7.0% Black/African American

3.2% Asian

6.1% Two or More Races

.5% American Indian or Alaska Native

Other sub populations include:

13.79% - Students receive Special Educations services

9.5% - Students are identified as Gifted and Talented

48.00% - Students are taking one of more Career and Technology courses

7.6% - Emergent Bilingual Students

42.6% - Economically Disadvantaged Students

46.1% - Students identified as At Risk

Demographics Strengths

North Ridge Middle has a welcoming and collaborative culture that excels in continuous improvement focusing on student learning and student achievement.

* Earned an A school rating

* Earned 7 out of 7 Distinctions

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math.
Root Cause: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

Student Learning

Student Learning Summary

Based on scores, our Meets to Masters levels need improvement.

Meets:

6th Grade Math: Meets 38% Masters 21%

6th Grade Reading: Meets 31% Masters 49%

7th Grade Math: Meets 38% Masters 19%

7th Grade Reading: Meets 26% Masters 45%

8th Grade Math: Meets 27% Masters 15%

8th Grade Reading: Meets 29% Masters 41%

8th Grade Science: Meets 33% Masters 29%

8th Grade History: Meets 15% Masters 24%

Student Learning Strengths

The strength of the campus are the teachers and meeting the needs of the students. We have worked extremely effectively to ensure that intentional instructional teaching was done.

6th Grade Math: Approaches 93%

6th Grade Reading: Approaches 91%

7th Grade Math: Approaches 80%

7th Grade Reading: Approaches 89%

8th Grade Math: Approaches 74%

8th Grade Reading: Approaches 88%

8th Grade Science: Approaches 86%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR performance in areas of Reading and Math have decreased slightly over the last four years.
Root Cause: The inconsistent use of resources and instructional materials has led to this decline. This year, the school will utilize resources, including funding, to provide personnel, technology, training, support, and instructional materials in order to close achievement gaps in core content areas. We will also use Blue Bonnet Math as well as Reading strategies referred by RLA and Math coordinators.

School Processes & Programs

School Processes & Programs Summary

New teachers to NRMS are assigned mentors to help in their growth.

Teachers are encouraged to observe other teachers in their classrooms to gain ideas, knowledge, ask questions, and relationships.

Teachers are being evaluated on a less thank annual appraisal system if they have taught on campus for two years and received at least proficient in three domains on their T-TESS evaluations.

Teachers are evaluated yearly on the T-TESS statement and monitored by pre conference, walk through, formal evaluations and post conference using the T-TESS appraisal system rubric.

We seek teachers that are talented, highly motivated, student-centered and that are capable of understanding Best Practices as well as develop a Growth Mindset when it comes to student achievement.

All staff are highly qualified in the content area that they teach. In addition NRMS is moving towards teachers certified in the content area that they teach.

School Processes & Programs Strengths

High-quality staff are employed throughout the campus.

NRMS has attracted several Master Teachers from various campuses district-wide as well as throughout the Metroplex.

NRMS retains staff by being inclusive and allowing all staff members to feel like their voice can be heard at all times. Our building also promotes and encourages an environment for leaders to grow throughout the building.

The collaborative, collegial atmosphere of NRMS lends itself to retention of excellent staff members and the recruitment of like-minded individuals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process.
Root Cause: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Perceptions

Perceptions Summary

At North Ridge Middle, we strive to maintain a culture and climate that ensures that all students experience high levels of learning every day. Over the last few years, we have noticed that our Economically Disadvantaged students have increased.

Since my arrival here at North Ridge, we noticed an increase in the number of economically disadvantaged students. I arrived 15 years ago as a Texas History Teacher. The data indicated that NRMS's percentage of Economically Disadvantaged was under 10%. Administration has monitored the numbers over the years, and as of 2024, NRMS has reached 42% of Economically Disadvantaged students, with an At-Risk percentage of 46.1%. This is our third year of qualifying for Title I, and we want to meet the needs of ALL students while constantly focusing on our Economically Disadvantaged population. The staff has embraced this opportunity by meeting and collecting data collectively to meet the needs of the campus. The priorities of our campus will not change, but we will continue to focus on continuous improvement, literacy, and culture. If we focus on those areas, we will not have an option but to exceed the needs of all students.

Through courageous leadership, pertinent professional development, access to more technology than ever before and support of our Professional Learning

In a community framework, we make sure that students and teachers have the resources necessary to succeed.

We have a zero-tolerance policy regarding bullying, and we address each grade level at the beginning of the year to speak with our young people about the negative effects of bullying. We have adopted several programs to assist with inclusion and tolerance, such as the North Ridge Middle Housing System.

At the beginning of the year, all students are placed into houses and mini-houses. In their mini-houses, which consist of 12-14 students and 1 faculty/staff member, students learn rules, procedures, soft skills, communication skills, and more to be successful in the building and in the real world.

We meet with our incoming 6th-grade parents to discuss the transition to middle school and what they can expect, hoping to relieve any uncertainty they may have about the experience.

Students at North Ridge Middle also excel in a wide variety of extra-curricular activities that lend themselves to helping students grow academically and

socially. Athletics and Fine Arts students typically demonstrate high levels of excellence and their programs do a lot to enhance the environment and to

attribute to a positive esteem-building experience for our students.

We plan on meeting students' needs assessment-wise by focusing on master-level improvement in community relationships with Dads.

Our vision, mission, and beliefs guide the work at North Ridge Middle School. They embody our collective thoughts about valuing, serving, and cultivating our students.

Perceptions Strengths

Students and teachers feel like they are safe when they enter the doors of North Ridge Middle School.

The stakeholders in our community are highly involved and visible which is a tremendous advantage that we embrace.

Students are well-behaved and take school seriously.

North Ridge Middle is highly structured and this helps translate to an environment that is conducive to positive and respectful behavior. NRMS also has created "The Ridge Way", a positive behavior team attended by teachers from each grade and department.

Continuous Improvement: Attendance and academic goal boards are in front of the school to promote positive growth in these areas. Throughout the building, our departments and individual classes promote and demonstrate progress by graphing and charting student and class growth based on common assessments.

C.O.R.E. values are evident throughout the building. In the main hall on display are the values as well as in every classroom. Each month NRMS teachers select worthy students who have demonstrated the C.O.R.E. value for the month. The students are acknowledged and rewarded.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies.
Root Cause: Lack of communication with all stakeholders has impeded the communication of the expectations.

Priority Problem Statements

Problem Statement 1: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math.

Root Cause 1: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies.

Root Cause 2: Lack of communication with all stakeholders has impeded the communication of the expectations.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process.

Root Cause 3: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 1: 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.

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
Strategy 1: System Safeguard Strategy Critical Success Factors CSF1 CSF 2 Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area. **Actions:** *Literacy based site team that will implement a campus literacy based program. * Evaluate the effectiveness of classroom implementation of literacy goals through walk-through and T-TESS * Communicate effectively the new literacy goals and it's implementation across all content areas. * Implement Blended Learning **Staff Responsible for Monitoring:** Administration Academic Coach Literacy Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math

Strategy 2 Details

Strategy 2: System Safeguard Strategy
Critical Success Factors

CSF 1 CSF 2

Meet and exceeds the needs of SPED teachers, EB students, and co-teach teachers, by providing the necessary literacy support and training.

Expand campus PLC by moving to next phase of "what are we doing, when they don't get it/" The next phase would be to focus solely on data from interim assessments and district assessments to monitor student progress in oppose to CBA data as well as rigor lacking materials.

Actions: * Continue to provide training on the use effective literacy based strategies
* communicate effectively with the community on special programs that assist students educationally
* Continue to meet the needs of student through the RTI program implemented by the district.
* Increase the rigor and relevance of lesson plan design.
* Meeting the needs of students that we know that understand by increasing their lexile levels.

Staff Responsible for Monitoring: Administration
Academic Coach
Literacy Team
District Coordinators

Title I:
2.51

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 2: Increase the percentage of students approaching or meeting STAAR or ELL progress measures by 3 percentage points over 2024-25 across all applicable grade levels and subject areas.

Evaluation Data Sources: 2024-2025 STAAR Assessments

Strategy 1 Details
Strategy 1: Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas **Actions:** Action 1: Teachers will participate in data analysis sessions to identify EL/EB student's language and academic needs. Action2: Teachers will utilize sheltered instruction methods to support EL/EB student's development of language **Title I:** 2.53

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 3: Increase the STAAR performance of Economically Disadvantaged students at the Meets Grade Level standard by 3 percentage points over 2024-2025 levels across all grade levels and subject areas.

Evaluation Data Sources: 24-25 across all subject areas 77% of our ED approached grade level.

Strategy 1 Details
Strategy 1: 1) Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area. **Actions:** * Through RTI, SIOP, Work Shop Model and best practices in classroom delivery. * PLC - data collaboration and planning for individualized instructional strategies. * Collaborative Conferences with Reading Specialist using data to Tier was student to assist with additional reading help. * Compass program for students that are Tier 2 and Tier 3 to assist in closing the gaps of learning. **Staff Responsible for Monitoring:** Administration Academic Coach Site based literacy team Teachers Sped Coordinators All Subject Area Coordinators **Title I:** 2.51, 2.53

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 4: Increase the STAAR performance of 8th Grade Social Studies at the Meets Grade Level standard by 3 percentage points of the 2024-25 level.

High Priority

Evaluation Data Sources: 2024-2025 55% of our EB students approached in STAAR testing.

Strategy 1 Details
Strategy 1: * Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. * Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. * Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. * Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. **Actions:** Consistent feedback through observations, PLC, and assessment data. **Staff Responsible for Monitoring:** Administration Team: Principal, Assistant Principal, and Academic Coach. **Title I:** 2.53

Strategy 2 Details
Strategy 2: Implement a multi-tiered system of support for RtI identified students, and students in our designed super groups for closing gaps. **Actions:** Track assessments data for students in super groups and provided targeted tutorials as needed. **Staff Responsible for Monitoring:** Admin Instructional Facilitator District Coordinators

Strategy 3 Details
Strategy 3: Continue to focus on TIER I priorities through effective research based resources. **Actions:** TTESS walks and observations to ensure that TIER I priorities are being done with fidelity. **Staff Responsible for Monitoring:** Admin Instructional Facilitator District Coordinators.

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 5: Increase English Proficiency Status measures set by the state for TELPAS

Evaluation Data Sources: The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2024-2025 North Ridge MS met the target with a TELPAS progress rate of 78%

Strategy 1 Details
Strategy 1: Continue to use SIOP and Tier I priorities to guide instruction and lesson planning. **Actions:** TTESS walks and observations to ensure that lesson planning and instruction is being done with fidelity. **Staff Responsible for Monitoring:** Admin Instructional Facilitator District Coordinators.

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 1: By the end of the 2026-2027 school year, 100% of classrooms will develop mission statements that align to and support the portrait of a graduate.

Evaluation Data Sources: Campus survey data

Strategy 1 Details
Strategy 1: Students and teachers will develop mission statements for classroom CSF 3,6, and 7 **Actions:** * Identify the appropriate culture for each classroom * Identify SMART goals for the classroom to encourage student success. * Monitor SMART goals progress or lack there of through walks throughs, teacher pre TTESS conferences, Post TTESS conferences as well as end of year conferences. * Identify student learning objective and the appropriate ways to reach success by developing norms *Post mission statements inside the classroom as well as outside to show continuous improvement. **Staff Responsible for Monitoring:** Administration Teachers Academic Coach **Title I:** 2.51

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 2: By the end of the 2026-2027 school year, every campus will establish goals for student, parent and community engagement (covers CaSE, schools of specialization)

Evaluation Data Sources: Campus survey data

Strategy 1 Details
Strategy 1: CSF 5 and 6 Continue programs with student to community outreach **Actions:** * continue to grow Environmental Clean Up Program * continue to expand student recycling program through cafeteria management and "ten pick up Tuesday" on campus * Expand relationships with SBDM owners, Extra curricular groups outside of the school, such as Connections, that extend a helping hand in clean up around the campus and on the campus **Staff Responsible for Monitoring:** Administration Teachers SBDM Team

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 3: All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.

Evaluation Data Sources: Annual review of student participation, Spring 2026

Strategy 1 Details
Strategy 1: CSF 3,5, and 6 Expand programs that provide students the opportunity to develop leadership and skills outside of the core subject areas. **Actions:** * Provide opportunities for students to demonstrate their understanding of social, physical, and emotional well-being. * Implement programs to extend students beyond the campus into the communities to assist stakeholders in need or to provide services **Staff Responsible for Monitoring:** Administration Academic Coach NRMS Police Department Counselors Teachers **Title I:** 2.51

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

Performance Objective 1: Reduce the amount of time students with behavioral/social-emotional concerns are removed from the regular classroom.

Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details
Strategy 1: Expand NRMS "Ridge Way" plan to include all students. CSF 1,3,4, and 6 **Actions:** * Continuous Improvement on the school mandated Ridge Way Plan * Blend the RTI Behavior process with The Ridge Way * Continue to monitor students that are OSS as well as DAEP with assignments and assessments. **Staff Responsible for Monitoring:** Administration Teachers SRO Counselors **Title I:** 2.53

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

Performance Objective 2: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Safety survey:

Strategy 1 Details
Strategy 1: Conduct safety audit **Actions:** * administer safety audit to staff and students * Provide results to staff and students * Develop a plan of action to address concerns **Staff Responsible for Monitoring:** Administration Counselors SRO Security Custodial Staff **Title I:** 2.51, 2.53

Strategy 2 Details
Strategy 2: Collect data from students, staff and parents to identify strategies to improve campus safety. **Actions:** * Review results from staff and students * Monitor areas of improvement * Implement a team to address the needs * Meet frequently to monitor plan and perform monthly drills to ensure continuous improvement. **Staff Responsible for Monitoring:** Administration Counselors SRO Security Guard Head Custodian **Title I:** 2.52, 2.53