Birdville Independent School District

North Richland Middle School

2026-2027 Initial Plan



Mission Statement

Through strong relationships and a safe, supportive environment, North Richland Middle School will empower students and teachers to be curious and find purpose in practice to prepare for problems that don't yet exist.

Vision

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

Value Statement

1. We cultivate a welcoming environment where every student, parent, and staff member feels valued, respected, and accepted for who they are.
2. We encourage students to take risks, learn from mistakes, and persevere through failure with confidence and optimism.
3. We strive for academic and personal excellence through integrity, self-accountability, and a shared commitment to doing our best by taking ownership of problems, seeking solutions, and modeling good citizenship every day.
4. We build strong partnerships among all stakeholders, including students, families, staff, and the community, to create meaningful learning experiences.

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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.

	Approaches	Meets	Masters
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

t 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
- 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,

Next Year's Recommendation: Reading StarRen results show growth in the BOY data for fall 2026; for Math the students continue to struggle but supports are in place to grow the identified learners that most need help.

Strategy 1 Details

Strategy 1: Build capacity of campus staff to implement the District curriculum and Tier 1 Strategies .

Actions: 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.

Staff Responsible for Monitoring: Administrative
Leadership Team
Facilitators
Department Heads

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details

Strategy 2: Continue utilizing NRMS system for teachers to routinely observe and reflect on best teaching strategies.

Actions: 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

Staff Responsible for Monitoring: Administrative
Leadership Team
Facilitators
Department Heads

ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Strategy 3 Details

Strategy 3: Provide training on data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.

Actions: 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.

Staff Responsible for Monitoring: Facilitators, Administration,

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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 for identified student groups, including Hispanic, Asian, Continuously Enrolled, and Emergent Bilingual, through access to rigorous grade-level instruction, targeted intervention, and intentional progress monitoring. By the end of the 2026-27 school year, identified student groups will demonstrate measurable improvement in reading and mathematics and meet established campus performance targets on state and district-approved assessments.

Reading: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Reading Language Arts will increase for each identified student group as follows: Hispanic from 41% to 46%; Asian from 60% to 65%; Continuously Enrolled from 54% to 58%; and Emergent Bilingual from 36% to 43%.
Mathematics: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Mathematics will increase for each identified student group as follows: Hispanic from 29% to 36%; Asian from 45% to 53%; Continuously Enrolled from 36% to 43%; and Emergent Bilingual from 27% to 34%

Progress Monitoring: Campus and district leaders will monitor the progress of each identified student group toward established Reading and Mathematics performance targets throughout the 2026-27 school year using district-approved formative, interim, and progress-monitoring assessments. Results will be reviewed during established progress-monitoring checkpoints to determine whether students are demonstrating expected progress and whether instructional strategies, interventions, and supports should be continued, adjusted, or intensified.

High Priority

Evaluation Data Sources: Performance data for state and district assessments
Progress monitor data from mClass, Star Renaissance, and Circle
PLC notes
Observation notes

Strategy 1 Details

Strategy 1: Strengthen differentiated Tier 1 instruction through intentional planning and identified best practices that respond to student learning needs while maintaining access to rigorous, grade-level instruction.

Actions: 1. Teachers and PLCs will use formative, summative, and student-level assessment data to identify specific standards, skills, and student groups contributing to achievement gaps and use this information to strengthen lesson planning, anticipate misconceptions, plan differentiated instruction and flexible grouping, and identify appropriate scaffolds, accommodations, and checks for understanding while maintaining grade-level rigor.
2. Campus administrators and instructional support staff will monitor the implementation and effectiveness of differentiated Tier 1 instruction through PLC participation, collaborative lesson internalization and rehearsal, review of common formative assessments and student work, coaching conversations, and scheduled and unscheduled classroom observations. Feedback and support will focus on the alignment between identified student needs, instructional planning, classroom implementation, and student outcomes.
3. Campuses will protect collaborative planning and PLC+ time and prioritize coaching, instructional support, professional learning, and other resources for grade levels, content areas, and identified student groups demonstrating the greatest need based on ongoing assessment and progress-monitoring data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

Strategy 2 Details

Strategy 2: Provide targeted, skills-based interventions, tutorial opportunities, and enrichment experiences based on identified student needs to ensure students receive timely instructional support connected to grade-level learning.

Actions: 1. Teachers and instructional facilitators will use multiple sources of academic data to identify students requiring intervention, tutorials, or enrichment and provide timely, targeted, skills-based support aligned to grade-level TEKS and connected to Tier 1 instruction. Campuses will maintain documentation of student participation, identified skill needs, and progress.
2. Campus administrators and instructional facilitators will implement a consistent short-cycle data review process in which teachers and campus leaders examine formative and progress-monitoring data, determine whether students and identified student groups are meeting expected growth targets, and make documented adjustments to interventions, tutorials, enrichment, and classroom instruction when students are not progressing as expected.
3. Campus leadership will monitor the implementation and effectiveness of intervention and tutorial supports, including additional tutorial opportunities, by reviewing participation, student growth, and assessment results each grading period. District leaders will review campus progress and the effectiveness of student supports during established progress-monitoring checkpoints.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

Strategy 3 Details

Strategy 3: District and campus leaders will engage in ongoing progress monitoring and provide differentiated support, including increased instructional support and the reallocation of time, funding, staffing, and other resources, when implementation or student performance does not demonstrate expected progress.

Actions: 1. District instructional leaders will conduct periodic reviews of PLC+ implementation and student performance data to monitor progress toward Performance Objective 2. Reviews will examine implementation evidence, progress of identified student groups, barriers to implementation, and the effectiveness of campus-level instructional responses.

2. District content specialists and instructional support staff will assist campus teams in analyzing disaggregated data to identify specific standards, skills, and student groups requiring additional support and in determining appropriate instructional responses.

3. If the campus does not demonstrate sufficient implementation of the PLC+ process or expected progress toward student performance targets, district leaders will increase the frequency and intensity of support. Additional support may include coaching, classroom modeling, collaborative planning, lesson internalization and rehearsal, professional learning, data reviews, and additional progress-monitoring meetings.

4. District and campus leaders will review available time, funding, staffing, instructional resources, professional learning, coaching capacity, and intervention supports and will prioritize or reallocate resources, when feasible and appropriate, to address identified barriers to implementation and improve student outcomes.

5. District and campus leaders will use implementation and student-performance evidence to determine whether current strategies should be continued, modified, intensified, or replaced. Persistent challenges will be addressed through a documented support cycle that identifies the barrier, determines the appropriate response, assigns responsibility, establishes a timeline, and monitors the resulting impact on implementation and student performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

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
Strategy 1: Ensure at-risk students remain engaged in school. **Actions:** A) PBIS store moved Falcon Funds to online format, students can acess the store daily for students to be able to earn & spend points. B) PBIS team supports Tier 3 Behavior to improve student success; grade level action team also monitor and work with grade level AP to support identified students. C) Campus Counselor will meet with Tier 2 and 3 students who need support for social and emotional needs. D) Provide opportunities to prepare for postsecondary possibilities through college visits via AVID. E) Train teachers on De-escalation strategies through the research-based strategies. F) Train and refresh teachers on CHAMPs structures and expectations. Monitor & support use throughout the school year. **Staff Responsible for Monitoring:** Administrative Leadership Team, Teachers, Facilitators

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
Strategy 1: Implement and monitor Behavior RtI process **Actions:** 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. **Staff Responsible for Monitoring:** Administrative Leadership Team, Classroom Teachers

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 5: Strengthen campus systems for identifying and addressing the specific needs of under-performing student groups through targeted resources, supports, and interventions, with ongoing monitoring of implementation and student progress to accelerate growth and close achievement gaps.

Evaluation Data Sources: Progress Monitoring Data
Observation notes
Community event agendas and sign-in sheets
PLC agendas and notes

Strategy 1 Details
Strategy 1: 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. **Actions:** 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. **Staff Responsible for Monitoring:** Administration, Instructional Facilitator, Social Studies Coordinator
Strategy 2 Details
Strategy 2: Enlist community and business partners to assist in providing support to students and families **Actions:** 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 **Staff Responsible for Monitoring:** Administration Leadership Team **ESF Levers:** Lever 3: Integrated Student Support Systems

Strategy 3 Details

Strategy 3: Implementation of STEM inquiry and PBL through science classrooms to ensure 56% of NRMS science students meet grade level expectations on all campus, district and state assessments.

Actions: 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.

Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, Admin
Instructional Facilitators), Math and Science Teachers,
Content Coordinators

Strategy 5 Details

Strategy 5: Targeted support will be provided to students who are Emergent Bilinguals in Math.

Actions: 1. Math teachers will differentiate and scaffold EB support as a PLC into their lesson plan.
2. The Math PLC will focus on utilizing sentence stems, think-pair-share, QSSSA in each Bluebonnet lesson.
3. Teachers will use their intervention block to pre-teach new material, spiral back previous standards, and use small group time for targeted instruction.

Staff Responsible for Monitoring: Math and RLA teachers, campus administration, Instructional Facilitators

Strategy 6 Details

Strategy 6: The campus will support high-level tier 1 instruction for targeted high-achieving groups, specifically RLA and Math for Asian students.

Actions: a. Students who are highly represented in honors classes will participate in high-level instruction, as evidenced by their participation in the Capstone project.
b. Math & RLA teachers will differentiate and scaffold EB support as a PLC into their lesson plans.
c. The Math & RLA PLC will focus on utilizing sentence stems, think-pair-share, and QSSSA in each lesson.
d. Teachers will use their intervention block to pre-teach new material, spiral back previous standards, and use small group time for targeted instruction.
e. Students who are identified as Honors or Honors+ will participate in high-rigor classes such as Robotics, Principles of Engineering, STEM, and similar high school credit courses.

Staff Responsible for Monitoring: Middle School counselor, RLA and Math teachers, instructional facilitators, campus administration.

Strategy 6 Details

Strategy 6: 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.

Actions: 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.

Staff Responsible for Monitoring: Administrative Leadership Team (Admin & Instructional Facilitators), AVIDTeachers, AVID Coordinator, District AVID coordinator

Title I:
2.53
- **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

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
Strategy 1: Increase student and staff attendance **Actions:** 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. **Staff Responsible for Monitoring:** Administrative Leadership Team

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
Strategy 1: Campus Continuous Improvement **Actions:** 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 accomodations and monitor student progress/growth. **Staff Responsible for Monitoring:** Administrative Leadership Team, Content Coordinators, Department Chairs

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

Strategy 1: Collect perception data from students on safety at school.

Actions: 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

Staff Responsible for Monitoring: Administrative Leadership Team

Strategy 2 Details

Strategy 2: Improve student safety at on-campus events through increased branding and brand awareness on campus: staff will wear our Falcon shirt every Friday and on strategic community days throughout the year.

Actions: Staff will wear "One Royal Family" shirts on Fridays to support the brand within our feeder pattern while RHS students are here on campus to open doors and simply welcome our Falcons. When students feel like they are a part of something bigger than themselves, they will participate and engage more on campus and in the classroom.

Staff Responsible for Monitoring: Admin, safety team, Crisis counselor

Title I:
2.51
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Integrated Student Support Systems

Strategy 3 Details

Strategy 3: Increase students' sense of safety, belonging, and connectedness by expanding opportunities for meaningful relationships with trusted adults and families through All Pro Dads and other relationship-centered campus initiatives.

Actions: Promote and encourage student participation
Build relationships intentionally
Staff will consistently communicate that every student is valued, known, and capable of success, using the BELIEVE framework and Falcon Way language in daily interactions.
Staff will encourage family participation in All Pro Dads and other campus connection opportunities and communicate with families as partners in supporting student well-being.

Staff Responsible for Monitoring: Travis Kidd, admin, PTA, community "Dads"

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
Strategy 1: Review district data about safety **Actions:** 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 **Staff Responsible for Monitoring:** Assistant Principal

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
Strategy 1: Utilize CIP to focus campus improvement with students and staff **Actions:** 1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members. 2. Monitor growth towards meeting safety goals and academic growth. **Staff Responsible for Monitoring:** Administrative Leadership Team (includes Department Heads, admin, and Academic Coach)