Birdville Independent School District

North Oaks Middle School

2026-2027 Initial Plan

Accountability Rating: C

Mission Statement

Our mission is to empower every student to lead, learn, and achieve through meaningful relationships, exceptional and rigorous teaching, and a culture of excellence.

Vision

North Oaks Middle School empowers every student to lead with character, learn with purpose, and achieve excellence. Through meaningful relationships, exceptional teaching, and a culture of continuious improvement, we will transform lives, elevate our community, and leave a legacy of excellence that endures beyond walls.

Value Statement

Commitments:

We Care Deeply; We Teach Exceptionally; We Grow Continuously; We Partner Intentionally; We Leave a Legacy

Beliefs:

We Believe in Our Students; We Believe in Community; We Believe in Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Current Student Overview: North Oaks Middle School serves 505 students in grades 6 through 8 according to the 2025–2026 Fall Snapshot (On Data Suite). The campus is culturally and linguistically diverse, with 47.1% of students identifying as Hispanic/Latino, 20.2% White, 19.8% Black/African American, 8.1% Asian, 4.2% two or more races, and 0.6% Native Hawaiian/Pacific Islander. Male students slightly outnumber female students, comprising 54.5% of enrollment compared with 45.5% female.

North Oaks operates as a Title I Schoolwide campus and serves a student population with significant identified academic and programmatic needs. Approximately 69.3% of students are Economically Disadvantaged, and 65.9% are identified as At Risk. Nearly one-fourth of the student population (24.6%) is currently identified as Emergent Bilingual, while 21.6% receive Special Education services and 12.5% are identified with dyslexia. Gifted and Talented students represent 8.1% of campus enrollment.

The demographic composition of North Oaks is important to understanding student learning outcomes and planning campus systems. Hispanic students represent nearly half of campus enrollment, while Black/African American and White students each represent approximately one-fifth of the student population. Additionally, more than two-thirds of students are Economically Disadvantaged, nearly two-thirds are identified as At Risk, approximately one in four students is Emergent Bilingual, and more than one in five receives Special Education services. These populations represent substantial portions of the North Oaks student body and must therefore remain central to instructional planning, intervention, staffing, professional learning, and resource allocation.

The campus's diversity is a strength and provides opportunities to cultivate a learning community grounded in relationships, belonging, cultural responsiveness, student leadership, and high expectations. The prevalence and intersection of identified student needs also require a strong and responsive system of high-quality Tier I instruction, academic language development, differentiated and specially designed instruction, systematic intervention and enrichment, progress monitoring, and whole-child supports.

For the 2026–2027 school year, North Oaks Middle School has been identified by the Texas Education Agency for Targeted Support and Improvement (TSI) based on the performance of the English Learner/Emergent Bilingual student group. This identification further emphasizes the need to strengthen academic language development, access to rigorous grade-level instruction, and systematic monitoring of EB student achievement and growth. In addition to the TSI identification, campus data indicate the need for close monitoring of additional student groups and accountability indicators, including White student performance in Mathematics Academic Achievement and Student Success; Economically Disadvantaged student performance in Mathematics Academic Achievement, Mathematics Academic Growth, and Student Success; and Continuously Enrolled student performance in Mathematics Academic Achievement and Student Success. These indicators will be examined alongside campus, grade-level, content-area, and individual student data to determine appropriate instructional responses and monitor progress throughout the year.

Overall, North Oaks Middle School serves a diverse student population with significant academic, linguistic, socioeconomic, and programmatic needs. Campus improvement efforts must remain focused on ensuring equitable access to rigorous grade-level instruction, accelerating academic growth, closing achievement gaps, and providing differentiated supports that enable all students to reach their full potential. The campus's federal identification and identified areas for monitoring reinforce the importance of intentional progress monitoring and differentiated responses by student group, particularly in Mathematics and for Emergent Bilingual students.

Current Staff Overview: North Oaks Middle School employs a total of 53.5 staff members, of which 90% are professional staff, including 74.9% classroom teachers. The remaining staff includes 10% educational aides and 6.5% campus administrators. Compared to district and state averages, the campus has a higher proportion of teachers and campus leadership, but slightly fewer professional support staff. The teacher-to-student ratio at North Oaks is 11.7, which is notably better than both the district (14.9) and state (14.7) averages, allowing for more individualized instruction. The teaching staff is predominantly White (70.7%), with Hispanic (16.8%) and African American (5%) teachers representing a

smaller portion, resulting in a total minority staff rate of 21.8%—significantly lower than the state average of 54.4%. Gender representation among teachers leans female (62.9%), though the male teacher percentage (37.1%) is above state averages.

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

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

Demographics Strengths

North Oaks Middle School's demographic strengths are grounded in the diversity and balance of its school community. The 2025–2026 Fall Snapshot reflects a culturally and linguistically diverse student population, with 47.1% of students identifying as Hispanic/Latino, 20.2% White, 19.8% Black/African American, 8.1% Asian, and the remaining students representing two or more races and other racial/ethnic groups. The student population is also relatively balanced by gender, with 54.5% male and 45.5% female students. This diversity provides students with opportunities to learn and develop within a school community that reflects a broad range of cultures, backgrounds, experiences, and perspectives.

The Campus Needs Assessment process further identified a diverse teaching staff as a strength. The combination of a diverse student population and teaching staff provides an important foundation for building relationships, strengthening student belonging, increasing cultural awareness, and creating learning environments in which students see multiple backgrounds and experiences represented within the school community.

North Oaks also serves a broad range of student populations and instructional needs. Approximately 69.3% of students are Economically Disadvantaged, 65.9% are identified as At Risk, 24.6% are currently Emergent Bilingual, 21.6% receive Special Education services, 12.5% are identified with dyslexia, and 8.1% participate in Gifted and Talented services. The campus's ability to identify these populations and disaggregate academic, language, intervention, attendance, and behavioral data provides a strong foundation for differentiating supports and monitoring whether students are experiencing equitable opportunities and outcomes.

Student achievement data also provide evidence that high levels of academic success are possible across North Oaks's diverse student groups. Particularly in RLA, students from multiple racial and ethnic groups demonstrate strong performance, while students who have transitioned from current Emergent Bilingual status into monitored status demonstrate promising outcomes across several content areas. These areas of success provide opportunities for the campus to identify effective practices and extend them to other grades, subjects, and student populations.

Overall, North Oaks benefits from a diverse and relatively balanced student population, a diverse teaching staff, and systems capable of identifying and monitoring the needs of multiple student populations. These strengths provide a foundation for building a culturally responsive and inclusive school community characterized by belonging, strong relationships, high expectations, and equitable access to rigorous learning.

The CNA conducted by members of the school community also identifies opportunities to build upon these strengths by increasing staff multicultural competence, intentionally creating opportunities to build community across school settings, focusing on disaggregated data in PLCs and beyond, and providing earlier intervention for Newcomers and identified student groups. These next steps will help the campus translate its demographic diversity into increasingly equitable academic and social outcomes for all students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students are not achieving academic and English-language proficiency at rates comparable to the overall student population, contributing to North Oaks's 2026-27 TSI identification for the English Learner/Emergent Bilingual student group.
Root Cause: Academic language development and linguistic accommodations are not yet implemented with sufficient consistency and intentionality across all content areas. Classroom opportunities for structured academic discourse, reading, writing, vocabulary development, and language development connected to grade-level content vary. Additionally, Newcomer and EB data need to be analyzed more systematically.

Problem Statement 2: Students receiving Special Education services, who represent approximately 21.6% of campus enrollment, demonstrate persistent achievement gaps across tested content areas, with particularly significant needs in Mathematics and at the Meets and Masters standards.
Root Cause: Access to rigorous grade-level Tier I instruction, specially designed instruction, accommodations, and progress monitoring is not yet sufficiently consistent across classrooms and instructional settings. Collaboration among general education, Special Education, intervention staff, and PLC teams needs greater emphasis on student work, prerequisite skills and IEP-aligned supports.

Problem Statement 3: Academic outcomes are not consistently equitable across demographic groups, with Mathematics representing the most significant area of disparity and concern.
Root Cause: PLC and data-analysis processes have not yet resulted in sufficiently consistent, timely, and differentiated instructional responses based on student-group performance.

Student Learning

Student Learning Summary

North Oaks Middle School administered a total of 1,217 STAAR assessments across Reading/Language Arts (RLA), Mathematics, Science, and Social Studies during the 2025–2026 school year. Overall, approximately 59% of assessments scored at Approaches Grade Level or above, 35% at Meets Grade Level or above, and 16% reached Masters Grade Level. Compared with the previous year, when 63% of assessments reached Approaches, 38% reached Meets, and 17% reached Masters, overall student achievement declined by approximately four percentage points at Approaches, three points at Meets, and one point at Masters.

Reading/Language Arts continued to represent the strongest overall multi-grade content area. Across grades 6–8, approximately 71% of RLA assessments reached Approaches, 46% reached Meets, and 26% reached Masters. Performance increased across grade levels, from 64% Approaches in grade 6 to 68% in grade 7 and 82% in grade 8. Eighth-grade RLA was the strongest tested grade/content combination on campus, with 82% of students reaching Approaches, 52% reaching Meets, and 32% reaching Masters. Compared with the previous year's overall RLA performance of 69% Approaches, 49% Meets, and 25% Masters, current results reflect slightly higher Approaches and Masters performance but lower Meets performance.

Science remained a relative area of strength, with eighth-grade students achieving 72% Approaches, 45% Meets, and 18% Masters. Compared with the previous year's results of 73% Approaches, 44% Meets, and 13% Masters, Science performance remained relatively stable at Approaches while increasing at Meets and Masters. This suggests continued strength in foundational science achievement with an increased percentage of students demonstrating higher levels of mastery.

Mathematics represents the campus's most significant academic area of need. Across grades 6–8, approximately 43% of Math assessments reached Approaches, 20% reached Meets, and 5% reached Masters, compared with 57%, 28%, and 13%, respectively, during the previous year. Of particular concern is the decline in performance across grade levels. Sixth-grade students achieved 53% Approaches, 22% Meets, and 5% Masters; seventh-grade students achieved 42% Approaches, 25% Meets, and 7% Masters; and eighth-grade students achieved only 29% Approaches, 9% Meets, and 2% Masters. This pattern contrasts sharply with RLA, where achievement increases across grade levels, and indicates a need for focused examination of mathematics curriculum implementation, instructional practices, vertical alignment, intervention, and student access to grade-level rigor.

Eighth-grade Social Studies performance remained an area for improvement, with 52% of students reaching Approaches, 29% reaching Meets, and 13% reaching Masters. Compared with the previous year's 53% Approaches, 28% Meets, and 9% Masters, performance remained relatively stable at Approaches while increasing at Meets and Masters. Although Social Studies continues to require improvement, the current data indicate that Mathematics has emerged as the campus's most significant content-specific academic priority.

Performance continued to vary across student groups. Currently Emergent Bilingual and Special Education students demonstrated persistent achievement gaps across tested content areas. Current Emergent Bilingual students performed below the overall campus population in RLA at every grade level, including Approaches rates of 43% in grade 6, 45% in grade 7, and 60% in grade 8. Similar concerns were evident in Science and Social Studies, where current Emergent Bilingual students achieved 54% and 26% Approaches, respectively. In Mathematics, EB performance was also low; however, the gap between EB students and the campus population was smaller because overall mathematics performance was low across student groups. Eighth-grade EB students, for example, achieved 26% Approaches compared with 29% for all eighth-grade students.
TELPAS results provide additional context for the academic performance of Emergent Bilingual students. Among currently identified Emergent Bilingual students, approximately 27% increased at least one TELPAS proficiency level during the year, while approximately 73% remained at the same or a lower level. Language-domain performance indicates a continued need to strengthen academic language, particularly in reading and writing. This finding, combined with STAAR achievement gaps across RLA, Science, and Social Studies, supports a campus-wide emphasis on intentional academic vocabulary, reading, writing, listening, speaking, structured student discourse, and language supports embedded within rigorous Tier I instruction.

Students who had exited Emergent Bilingual status and were in their first or second year of monitoring demonstrated notably stronger outcomes across several content areas. In eighth-grade RLA, first-year monitored students achieved 100% Approaches and 90% Meets, while second-year monitored students achieved 100% Approaches and 100% Meets. Similar patterns were evident in other tested content areas. Although these student groups are small and results should be interpreted cautiously, the pattern reinforces the importance of accelerating academic language development and ensuring current Emergent Bilingual students have meaningful access to grade-level content while developing English proficiency.

Students receiving Special Education services continued to demonstrate some of the campus's most significant academic needs. In RLA, Special Education Approaches performance ranged from 9% in sixth grade to 38% in seventh grade and 50% in eighth grade, with substantially fewer students reaching Meets or Masters. Mathematics performance was also significantly below campus expectations, with Special Education students achieving 31% Approaches in grade 6, 25% in grade 7, and only 7% in grade 8, with no students reaching Masters across the three grade levels. Eighth-grade Special Education students also achieved only 41% Approaches in Science and 24% in Social Studies. These results indicate a need to strengthen specially designed instruction, access to rigorous Tier I curriculum, appropriate scaffolding and accommodations, progress monitoring, and collaboration between general and special education teachers.

Differences were also evident among racial/ethnic and economically disadvantaged student groups. Economically disadvantaged students generally performed below overall campus rates across tested subjects. Racial and ethnic achievement patterns varied by content and grade level, with Asian and White students frequently outperforming campus averages, while Hispanic and Black/African American students demonstrated gaps in several areas. The pattern, however, was not uniform across subjects. For example, eighth-grade Black/African American students demonstrated comparatively stronger performance in RLA, Science, and Social Studies but achieved only 10% Approaches in Mathematics. These differences reinforce the importance of disaggregating data by subject, grade level, student group, and individual student rather than relying exclusively on campus-wide averages.

In summary, the 2025–2026 student learning data identify both areas of strength and significant opportunities for improvement. RLA remains the strongest overall academic area, with particularly strong eighth-grade performance, while Science remained relatively stable and demonstrated increased performance at Meets and Masters. Social Studies performance also remained relatively stable while showing improvement at the higher performance levels. Mathematics represents the most urgent academic priority, with substantial declines from the previous year and progressively lower achievement across grade levels. Across content areas, persistent achievement gaps for students receiving Special Education services and students currently identified as Emergent Bilingual indicate the need for systematic, campus-wide instructional responses.

North Oaks will prioritize high-quality Tier I instruction, lesson internalization, rigorous checks for understanding, monitoring and adjusting instruction, academic literacy across content areas, intentional language development, specially designed instruction, targeted intervention through MTSS, and systematic analysis of student work and assessment data through PLC/PDSA cycles. Particular attention will be given to accelerating mathematics achievement, increasing the percentage of students progressing from Did Not Meet to Approaches and from Approaches to Meets and Masters, and ensuring that Emergent Bilingual and Special Education students experience equitable access to rigorous grade-level instruction.

Student Learning Strengths

North Oaks Middle School demonstrates several areas of strength in student learning. Reading/Language Arts remains the strongest overall academic area, with approximately 71% of students reaching Approaches Grade Level or above and particularly strong eighth-grade performance of 82% Approaches, 52% Meets, and 32% Masters. RLA performance also increases across grade levels, suggesting positive academic progression as students advance through middle school.
Science continues to be a relative strength, with 72% of eighth-grade students reaching Approaches, 45% reaching Meets, and 18% reaching Masters. Compared with the prior year, Science maintained performance at Approaches while increasing the percentage of students reaching the higher Meets and Masters standards. Social Studies also demonstrated growth at the higher performance levels, indicating increased depth of learning among students who achieved proficiency.

Another notable strength is the performance of Emergent Bilingual students who have transitioned into monitored status. First- and second-year monitored students demonstrated strong achievement across multiple content areas, including 100% Approaches for both groups in eighth-grade RLA and 90% and 100% Meets, respectively. These results demonstrate the capacity of North Oaks students to achieve at high levels as language proficiency and academic skills develop.

Overall, the data demonstrate that North Oaks students are capable of rigorous academic achievement, with established strengths in RLA, stable Science performance, improvement at higher performance levels in Science and Social Studies, and evidence of strong outcomes among students who successfully develop academic language proficiency. These strengths provide a foundation upon which the campus can build as it works to increase achievement, growth, and the number of students attaining Meets and Masters Grade Level across all content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Mathematics achievement is below expectations and represents the campus's most significant content-area need. Approximately 43% of students achieved Approaches, 20% Meets, and 5% Masters, with performance declining from grades 6 through 8.
Root Cause: Rigorous, grade-level mathematics instruction and implementation of the adopted curriculum are not yet sufficiently consistent across classrooms and grade levels. Lesson internalization, conceptual development, instructional rehearsal, CFUs, monitor-and-adjust practices, and PLC responses to misconceptions and prerequisite gaps require greater consistency and fidelity.

Problem Statement 2 (Prioritized): Emergent Bilingual students demonstrate persistent academic achievement gaps and insufficient English-language proficiency growth. Only approximately 27% of current EB students advanced at least one TELPAS proficiency level, and significant achievement gaps remain in RLA, Science, and Social Studies, contributing to the campus's TSI identification for the EB/English Learner student group.
Root Cause: Academic language development is not yet consistently embedded within Tier I instruction across content areas. Students need more systematic opportunities for explicit vocabulary development, reading, writing, listening, structured academic discourse, and content-based language supports. More systematic analysis through PLC and MTSS for earlier RTI.

Problem Statement 3: Too few students, particularly students receiving Special Education services, are demonstrating grade-level mastery at the Meets and Masters standards. Across tested content areas, performance declines substantially from Approaches to Meets and Masters, and SPED students demonstrate persistent gaps across subjects.
Root Cause: Instruction has not yet consistently provided the rigor, specially designed instruction, academic language, productive struggle, and differentiated response necessary for students to independently demonstrate grade-level mastery. Improve use of CFUs, student work, accommodations, progress monitoring, and collaboration among professional staff to respond in a timely manner to misconceptions.

School Processes & Programs

School Processes & Programs Summary

North Oaks Middle School provides a comprehensive system of academic, instructional, leadership, intervention, behavioral, extracurricular, and student-support programs designed to meet the academic and social-emotional needs of its diverse student population. The Campus Needs Assessment identified improved family engagement, increased programming for student engagement, and expanded behavioral supports as strengths. Moving forward, the campus seeks greater coherence, fidelity, and measurable impact among these programs and processes.

Curriculum & Instruction

North Oaks implements district-adopted, standards-aligned curriculum and instructional resources in Reading/Language Arts, Mathematics, Science, and Social Studies. Campus instructional priorities include lesson internalization and rehearsal, checks for understanding, monitoring and adjusting instruction, academic literacy, instructional routines, and analysis of student work and assessment data. Current achievement data indicate a continued need to strengthen rigorous Tier I instruction, particularly in Mathematics, while increasing access to grade-level learning for Emergent Bilingual and Special Education students.

The campus provides differentiated services through Special Education, dyslexia, Section 504, Gifted and Talented, MTSS/intervention, accelerated instruction, and other supports. A dedicated Newcomer Program provides linguistic, academic, and transitional support for students who are new to the United States. Zeroes Aren't Permitted (ZAP) provides additional structure and accountability for students with missing assignments so that incomplete work does not become a continuing barrier to learning.

Professional Development

Professional learning is increasingly aligned with campus instructional priorities through PLCs, collaborative planning, lesson internalization, observation and feedback, coaching, and teacher data conversations. North Oaks continues to strengthen PLC processes through alignment with the PLC+ Texas model, with increased emphasis on collective responsibility, disaggregated data, evidence of student learning, and timely instructional response.

Professional learning also supports Leader in Me implementation and the continued development of staff multicultural competence. These areas are particularly important as the campus works to create culturally responsive classrooms, strengthen relationships and belonging, and build common leadership practices across the school.

Leadership & Decision-Making

North Oaks completed Year 1 of Leader in Me implementation during 2025–2026 and is moving into Year 2 during 2026–2027. Leader in Me provides a whole-school framework organized around Leadership, Culture, and Academics, including adult learning and modeling, student leadership, high-trust environments, student voice, goal setting, and empowered learners.

Year 2 will focus on deeper integration of Leader in Me into the daily life of the campus through student curriculum, common language and practices, authentic student leadership opportunities, goal setting, student voice, staff modeling, and family engagement. This work complements existing leadership structures such as Student Council, National Junior Honor Society, campus leadership teams, PLCs, and student organizations. The framework is particularly well suited to this work because it is intended to integrate with existing school priorities rather than operate as a separate initiative.

Campus leadership continues to use achievement, growth, attendance, discipline, and program data to guide decisions. A continued priority is ensuring that collaborative structures result in timely decisions, clearly assigned actions, consistent implementation, and progress monitoring.

Communication & Family Engagement

Family engagement represents an important area of growth and renewed strength. After approximately eight years without an active PTA, North Oaks reestablished its PTA, creating a formal structure for parents and families to participate in the school community. PTA supported the campus Fall Festival, which was widely attended, demonstrating increased family participation and connection to the school.

The campus has also established recurring All Pro Dad meetings on the third Friday of each month, with PTA providing breakfast for participating families. All Pro Dad Chapters are designed as monthly gatherings that provide fathers and father figures opportunities to spend meaningful time with their children and strengthen relationships through guided conversations. Together, PTA, All Pro Dad, campus events, and other outreach efforts represent significant progress toward rebuilding family and community partnerships.

The CNA nevertheless identifies earlier and more intentional family outreach as an area for continued growth. The next step is to build upon increased participation by strengthening proactive, two-way communication before academic, attendance, or behavioral concerns escalate. This also aligns with Leader in Me, which identifies family and community partnerships as part of its leadership framework.

Organization, Scheduling & Support Services

North Oaks provides a continuum of academic, behavioral, linguistic, and social-emotional supports, including MTSS/RTI, accelerated instruction, tutoring, ZAP, counseling, Special Education, dyslexia and Section 504 services, Newcomer supports, ISS, and PASS.

The Positive Approach to Student Success (PASS) program provides specialized support for identified students with emotional/behavioral or autism-related needs. The addition of a dedicated ISS teacher has also strengthened the campus's ability to provide structured consequences and support for significant behavioral concerns while maintaining students' connection to school and learning.

Campus counselors provide academic and social-emotional support, including academic planning, crisis intervention, conflict resolution, individual and group supports, and connections to additional resources. The campus continues to refine scheduling, staffing, intervention, PBIS, and discipline processes to ensure students receive timely support while maintaining access to rigorous Tier I instruction.

Extracurricular & Cocurricular Opportunities

North Oaks has experienced growth in opportunities for student engagement and leadership. A robust Student Council and National Junior Honor Society provide opportunities for leadership, service, student voice, and school involvement. Growing athletic programs, fine arts, clubs, and other activities provide additional opportunities for students to develop teamwork, perseverance, creativity, relationships, and school connectedness.

The campus also provides opportunities for students to apply academic learning beyond the classroom. The North Oaks Robotics Team won the SumoBot competition last year, highlighting student success in collaboration, engineering, problem solving, and STEM application. Collectively, Robotics, athletics, fine arts, StuCo, NJHS, and other organizations provide multiple pathways for students to experience success, belonging, and leadership.

These opportunities also complement Leader in Me's emphasis on authentic leadership roles, student voice, service learning, and shared leadership.

Technology Integration

North Oaks maintains a 1:1 Chromebook environment, providing students access to digital curriculum, assessment, intervention, research, and collaborative resources. The campus recognizes, however, that effective technology integration is not measured by screen time.

North Oaks seeks an intentional balance between technology and opportunities for students to read, write, speak, listen, collaborate, and engage in academic discourse. Technology should enhance rather than replace student thinking, written expression, discussion, problem solving, and meaningful teacher-student interaction. This balance is especially important given the campus's emphasis on academic literacy and language development across all content areas.

Overall Finding

North Oaks has developed a robust network of academic programs, specialized services, leadership opportunities, extracurricular experiences, behavioral supports, counseling services, family partnerships, and technology resources. The reestablishment of PTA after an eight-year absence, successful family events, recurring All Pro Dad meetings, expanded student programming, growing athletics, successful Robotics, Newcomer and PASS programs, dedicated ISS staffing, and Year 1 implementation of Leader in Me represent significant strengths.

The primary opportunity for continued improvement is not simply adding more programs, but increasing the coherence, consistency, fidelity, and measurable impact of the programs already in place. Year 2 of Leader in Me provides an opportunity to help unify this work through its interconnected focus on Leadership, Culture, and Academics. Strengthened PLCs, rigorous Tier I instruction, proactive family partnerships, consistent behavioral systems, purposeful technology use, and systematic progress monitoring will be essential to ensuring that North Oaks's programs translate into improved outcomes for every student.

School Processes & Programs Strengths

North Oaks Middle School demonstrates strength in the breadth and continued development of academic, leadership, extracurricular, family-engagement, and student-support programs designed to meet the diverse needs and interests of students. District-aligned curriculum and campus instructional systems provide the academic foundation, while specialized services including Special Education, dyslexia, Section 504, Gifted and Talented, Newcomer, PASS, MTSS/intervention, ZAP, counseling, and ISS provide differentiated academic, behavioral, linguistic, and social-emotional support.

A significant strength is the campus's increased emphasis on student leadership, engagement, and belonging. North Oaks completed its first year of Leader in Me implementation and is planning for deeper Year 2 implementation, providing a schoolwide framework connecting leadership, culture, and academics. A robust Student Council and National Junior Honor Society, growing athletic programs, fine arts, clubs, and other cocurricular opportunities provide students with authentic opportunities to lead, serve, collaborate, develop talents, and strengthen their connection to school. The Robotics Team's SumoBot competition victory further demonstrates the success of opportunities that extend learning through STEM, problem solving, teamwork, and innovation.

The campus has also made significant progress in family and community engagement. After approximately eight years without an active PTA, North Oaks successfully reestablished its PTA, which has already contributed to campus life through support of a widely attended Fall Festival and other family-engagement activities. Monthly All Pro Dad meetings, supported by PTA-provided breakfasts, have created another consistent opportunity for parents and father figures to connect with students and the school community. These efforts represent meaningful progress toward developing stronger, sustained partnerships between home and school.

North Oaks also demonstrates strength in its continuum of student supports. The Newcomer Program provides targeted academic, linguistic, and transitional support for students new to the United States, while the PASS program provides individualized support for students with identified emotional, behavioral, or autism-related needs. Counseling services address both academic and social-emotional needs, and the addition of a dedicated ISS teacher has strengthened the campus's ability to respond to significant behavioral concerns while keeping students connected to school and learning.

Technology access is another campus strength. Through a 1:1 Chromebook environment, students have consistent access to digital curriculum, assessment, research, intervention, and instructional resources. At the same time, the campus recognizes the importance of balancing technology with academic discourse, collaboration, reading, and authentic writing opportunities, supporting the development of communication and academic literacy across content areas.

Overall, North Oaks has developed a robust and increasingly interconnected system of academic supports, student leadership opportunities, extracurricular and cocurricular programs, family partnerships, behavioral interventions, counseling services, and technology resources. The expansion of student programming, reestablishment of PTA, implementation of Leader in Me, specialized Newcomer and PASS supports, and increased opportunities for leadership and engagement demonstrate meaningful growth in the campus's capacity to support the whole child. These strengths provide a strong foundation for the next phase of improvement: increasing the coherence, consistency, and measurable impact of the programs and processes already in place.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional planning, PLC, and data-analysis processes are not yet implemented with sufficient consistency and depth to ensure timely instructional responses to student learning needs across classrooms and student groups.
Root Cause: Campus instructional systems have not yet reached consistent levels of implementation, monitoring, and collective accountability.

Problem Statement 2: Academic, behavioral, attendance, and student-support systems are not yet implemented with sufficient consistency and coordination to ensure early identification, timely intervention, and progress monitoring for all students.
Root Cause: Processes for identifying student needs, assigning interventions, communicating responsibilities, monitoring implementation, and evaluating effectiveness are not yet sufficiently integrated or consistently followed.

Problem Statement 3: Although family engagement, student leadership, and opportunities for school connectedness have increased significantly, these opportunities are not yet consistently embedded across campus systems or reaching all students and families.
Root Cause: Family engagement and student leadership have historically been more event- or program-based than systematically integrated into the academic and cultural life of the campus.

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student voice, leadership, belonging, and ownership are growing but are not yet consistently experienced by all students across classrooms and campus programs.
Root Cause: Student leadership and voice have historically been concentrated within specific organizations, activities, or individual classrooms rather than systematically embedded throughout the campus.

Problem Statement 2: Family engagement and perceptions of partnership with the school have improved, but proactive, two-way engagement is not yet consistently established across all families and student populations.
Root Cause: Family engagement has historically relied more heavily on events, school-initiated communication, and responses to concerns than on systematic structures for ongoing two-way partnership and family voice.

Problem Statement 3 (Prioritized): North Oaks does not yet have a sufficiently systematic process for collecting, disaggregating, analyzing, and responding to student, staff, and family perception data related to leadership, culture, academics, relationships, communication, and belonging.
Root Cause: Perception data have not historically been incorporated into the campus continuous-improvement cycle with the same consistency as academic, attendance, and discipline data.

Problem Statement 4: North Oaks needs to ensure that students, staff, and families consistently perceive the campus as a physically and emotionally safe, orderly, and responsive learning environment.
Root Cause: Safety systems and stakeholder perceptions of those systems are not yet examined together through a consistent campus feedback and continuous-improvement process.

Priority Problem Statements

Problem Statement 1: Emergent Bilingual students are not achieving academic and English-language proficiency at rates comparable to the overall student population, contributing to North Oaks's 2026-27 TSI identification for the English Learner/Emergent Bilingual student group.

Root Cause 1: Academic language development and linguistic accommodations are not yet implemented with sufficient consistency and intentionality across all content areas. Classroom opportunities for structured academic discourse, reading, writing, vocabulary development, and language development connected to grade-level content vary. Additionally, Newcomer and EB data need to be analyzed more systematically.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Instructional planning, PLC, and data-analysis processes are not yet implemented with sufficient consistency and depth to ensure timely instructional responses to student learning needs across classrooms and student groups.

Root Cause 2: Campus instructional systems have not yet reached consistent levels of implementation, monitoring, and collective accountability.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: North Oaks does not yet have a sufficiently systematic process for collecting, disaggregating, analyzing, and responding to student, staff, and family perception data related to leadership, culture, academics, relationships, communication, and belonging.

Root Cause 3: Perception data have not historically been incorporated into the campus continuous-improvement cycle with the same consistency as academic, attendance, and discipline data.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Emergent Bilingual students demonstrate persistent academic achievement gaps and insufficient English-language proficiency growth. Only approximately 27% of current EB students advanced at least one TELPAS proficiency level, and significant achievement gaps remain in RLA, Science, and Social Studies, contributing to the campus's TSI identification for the EB/English Learner student group.

Root Cause 4: Academic language development is not yet consistently embedded within Tier I instruction across content areas. Students need more systematic opportunities for explicit vocabulary development, reading, writing, listening, structured academic discourse, and content-based language supports. More systematic analysis through PLC and MTSS for earlier RTI.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Mathematics achievement is below expectations and represents the campus's most significant content-area need. Approximately 43% of students achieved Approaches, 20% Meets, and 5% Masters, with performance declining from grades 6 through 8.

Root Cause 5: Rigorous, grade-level mathematics instruction and implementation of the adopted curriculum are not yet sufficiently consistent across classrooms and grade levels. Lesson internalization, conceptual development, instructional rehearsal, CFUs, monitor-and-adjust practices, and PLC responses to misconceptions and prerequisite gaps require greater consistency and fidelity.

Problem Statement 5 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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

Goals

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

Performance Objective 1: By the end of the 2026-2027 school year, North Oaks Middle School will increase student achievement and growth in Mathematics, with particular emphasis on increasing the percentage of students achieving Meets and Masters Grade Level and improving outcomes for Economically Disadvantaged, White, Continuously Enrolled, Emergent Bilingual, and Special Education students. (Establish specific targets using 2026 accountability/STAAR baseline data for Approaches, Meets, Masters, and Academic Growth, with interim measures through district assessments, curriculum assessments, CFUs, and common formative assessments).

High Priority

HB3 Goal

Evaluation Data Sources: STAAR; TEA accountability; district CBAs; common assessments; exit tickets; ODS; walkthrough/O&F data; Bluebonnet implementation data

Strategy 1 Details

Strategy 1: Strengthen implementation of high-quality Tier I instruction with and emphasis on Mathematics and the adopted Bluebonnet HQIM.

Actions: a. Conduct weekly PLC lesson internalization using PLC+ Texas protocols.
Teachers will engage in weekly collaborative lesson internalization to identify priority standards and lesson outcomes, anticipate student misconceptions, examine exemplars, identify academic vocabulary and discourse opportunities, and plan purposeful CFUs before instruction. PLC leaders and campus instructional leaders will monitor implementation through PLC artifacts, participation, and subsequent classroom observations.

b. Implement Bluebonnet Math and district-adopted curriculum with fidelity while responding to student evidence.
Teachers will consistently implement the scope, sequence, instructional components, and grade-level rigor of Bluebonnet Math and district curriculum. PLCs will use student-learning evidence to determine appropriate scaffolds and instructional adjustments without replacing or reducing access to grade-level content. Implementation and impact will be monitored through lesson artifacts, walkthroughs, curriculum assessments, and student achievement data.

c. Conduct weekly lesson rehearsals focused on high-leverage instructional practices.
PLCs will rehearse at least one high-leverage portion of upcoming instruction each week, with particular attention to modeling, questioning, anticipated misconceptions, CFUs, academic discourse, and instructional routines. Teachers will receive peer and/or instructional-leader feedback prior to lesson delivery, and implementation will be monitored through Observation & Feedback walkthroughs.

d. Administer and analyze common assessments and frequent formative evidence of learning.
PLCs will administer and analyze common assessments approximately every 2-3 weeks and teachers will use standards-aligned exit tickets or comparable end-of-lesson CFUs at least three times per week. Results will be analyzed by student, standard, and identified student group to determine mastery, misconceptions, achievement gaps, and needs for reteach, intervention, or enrichment.

e. Use assessment evidence to strengthen conceptual understanding and maintain grade-level rigor.
Teachers and PLCs will use CFUs, exit tickets, common assessments, and student work to identify prerequisite skill gaps and misconceptions while maintaining access to grade-level standards and cognitively demanding tasks. Instructional responses will provide targeted scaffolds, prerequisite-skill support, reteach, or enrichment without replacing grade-level instruction. Effectiveness will be measured through subsequent student work and assessment performance.

f. Participate in recurring Observation & Feedback cycles and implement identified action steps.
Teachers will participate in consistent Observation & Feedback/T-TESS 2 walkthrough cycles focused on campus instructional priorities. Feedback conversations will identify a specific, actionable next step for teacher practice; teachers will implement the identified action, and instructional leaders will conduct follow-up observations to monitor implementation and its impact on student engagement and learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Department Leaders

Title I:
2.51, 2.52, 2.53

Strategy 2 Details

Strategy 2: Strengthen PLC processes in all content areas (with Mathematics PLC emphasis) using the PLC+ Texas model.

Actions: a. Provide job-embedded PLC coaching and capacity building with Dr. Kierstan Barbee.
Dr. Kierstan Barbee will conduct scheduled coaching visits with campus PLCs and instructional leaders to model, observe, and provide feedback on effective PLC practices, with emphasis on data analysis, student-work analysis, collective inquiry, and instructional response. Campus instructional leaders will monitor implementation between coaching visits and use PLC artifacts and observation data to determine next steps for support.

b. Implement a consistent student-work and disaggregated-data analysis protocol during PLCs.
PLCs will routinely analyze common assessment results and student work, disaggregated by student group and individual student, to identify patterns in mastery, rigor, and achievement gaps. PLC documentation and subsequent student performance will be reviewed during formative CIP reviews to determine whether analysis is resulting in improved student outcomes.

c. Diagnose misconceptions and unfinished learning by student and standard. Following common formative and district assessments, PLCs will identify specific misconceptions, prerequisite-skill gaps, and standards requiring additional instruction rather than relying solely on overall assessment averages. Teachers will use student work and assessment evidence to identify which students have mastered the standard and which require additional support.

d. Develop and implement evidence-based instructional responses to identified student needs. PLCs will determine and document specific instructional adjustments--including changes to instructional routines, modeling, questioning, checks for understanding, academic discourse, scaffolds, and task design--based on identified misconceptions and student needs. Effectiveness will be evaluated through subsequent CFUs, student work, common assessments, and Observation & Feedback data.

e. Provide timely reteach, intervention, and enrichment based on demonstrated student need. PLCs will use assessment and student-work evidence to identify students requiring reteach, targeted intervention, or enrichment and will assign appropriate instructional responses within Tier I, MTSS, accelerated instruction, or enrichment structures. Student response will be monitored to ensure supports result in movement toward grade-level mastery, particularly for SPED, EB, and other identified student groups.

f. Establish a PLC "plan-implement-measure-adjust" cycle to evaluate instructional impact. PLCs will revisit previously identified standards and students at subsequent meetings to determine whether instructional adjustments resulted in improved learning. Teams will use follow-up CFUs, student work, common assessments, and progress-monitoring data to determine whether to continue, modify, intensify, or discontinue the instructional response.

g. Use PLCs to internalize and rehearse upcoming high-leverage instruction. PLCs will use lesson internalization and rehearsal to anticipate student misconceptions, identify critical content and academic vocabulary, plan checks for understanding, determine opportunities for academic discourse, and rehearse high-leverage portions of upcoming instruction. Instructional leaders will monitor implementation through PLC participation and Observation & Feedback walkthroughs, with particular attention to whether planned practices are evident in classroom instruction and student learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Department Leaders

Title I:
2.51, 2.52, 2.53

Strategy 3 Details

Strategy 3: Implement consistent CFU and monitor-and-adjust practices.

Actions: a. Plan and embed Checks for Understanding throughout daily instruction.
During lesson internalization and rehearsal, teachers will identify and plan purposeful CFUs at critical points in the lesson to determine whether students are progressing toward the lesson objective before instruction continues. PLCs and instructional leaders will monitor CFU planning and implementation through lesson artifacts, PLCs, and Observation & Feedback walkthroughs.

b. Systematically gather evidence of learning from all students.
Teachers will use all-student response strategies rather than relying primarily on volunteers to determine the level of understanding across the classroom. Evidence may include written responses, response signals, turn-and-talks, cold calling following think time, whiteboards, technology-based responses, or other appropriate methods. Walkthrough data will be used to monitor the frequency and quality of all-student participation.

c. Use exit tickets and other end-of-lesson evidence to measure mastery of the lesson objective.
Teachers will implement standards-aligned exit tickets or comparable end-of-lesson CFUs that provide actionable evidence of individual student mastery. Teachers and PLCs will analyze results to identify students and standards requiring reteach, intervention, continued practice, or enrichment.

d. Monitor and adjust instruction in real time and between lessons based on evidence of student learning.
Teachers will use CFU results during instruction to determine when to clarify, model, reteach, adjust pacing, increase scaffolding, provide additional practice, or extend learning. Exit-ticket and student-work data will inform subsequent lesson planning and PLC instructional responses. Effectiveness will be measured through follow-up CFUs, student work, common assessments, and Observation & Feedback data.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Department Leaders

Title I:
2.51, 2.53

Strategy 4 Details

Strategy 4: Provide targeted intervention and progress monitoring (with emphasis on Mathematics).

Actions: a. Use a consistent MTSS process to identify students requiring additional academic support.
PLCs and the MTSS team will routinely review common assessments, course performance, STAAR/interim data, attendance, and other relevant student-learning evidence to identify students not demonstrating expected progress. Students will be assigned appropriate Tier 2/Tier 3 supports based on identified skill deficits and individual need, with particular attention to identified student groups and students at risk of not meeting grade-level standards.

b. Provide targeted accelerated instruction and tutoring aligned to identified student needs.
Teachers and intervention staff will provide accelerated instruction and tutoring that targets specific standards, misconceptions, and prerequisite skills identified through student data while maintaining connection to current grade-level learning. Intervention plans will identify the student need, instructional focus, frequency/duration of support, and staff responsible for delivery.

c. Implement a coordinated weekly and Saturday tutorial/intervention schedule.
Campus leadership will develop, implement, communicate, and monitor a weekly before/after-school and Saturday intervention schedule based on identified student needs. Staffing, student assignments, content priorities, attendance, and available resources will be reviewed regularly to maximize student participation and ensure instructional support is directed toward students and standards demonstrating the greatest need.

d. Frequently monitor student response to intervention using common measures of progress.
Teachers, PLCs, and the MTSS team will monitor intervention effectiveness at established intervals using formative assessments, student work, course performance, intervention-specific measures, and other appropriate progress-monitoring evidence. Data will be documented and reviewed to determine whether students are making sufficient progress toward identified academic goals.

e. Adjust the intensity, duration, or type of intervention based on demonstrated student response.
PLCs and the MTSS team will use progress-monitoring data to determine whether students should continue, exit, receive modified support, or receive intensified intervention. Students demonstrating mastery will transition from intervention or receive enrichment, while students demonstrating insufficient progress will receive a revised instructional response and, when appropriate, additional problem-solving through the MTSS process.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Counseling Staff, Department Leaders

Title I:
2.51, 2.52, 2.53

Strategy 5 Details

Strategy 5: Use AVID strategies to strengthen thinking and discourse across the curriculum with and emphasis on mathematics.

Actions: a. Embed high-leverage AVID/WICOR strategies within daily Tier I instruction to increase academic literacy, discourse, inquiry, and student ownership of learning. Teachers will intentionally incorporate appropriate WICOR strategies--including writing-to-learn, inquiry, collaborative problem solving, academic vocabulary, reading strategies, and opportunities for students to explain, justify, and defend their thinking--within grade-level instruction. Strategies will be selected based on lesson outcomes and student needs rather than implemented as isolated activities. Implementation and impact will be monitored through lesson artifacts, student work, academic discourse, and Observation & Feedback walkthroughs.

b. Provide ongoing, job-embedded professional learning and rehearsal of identified AVID/WICOR strategies.
The AVID Site Coordinator and AVID Elective teachers will collaborate with campus instructional leaders to identify high-leverage WICOR strategies aligned to North Oaks instructional priorities and provide professional learning, modeling, and lesson rehearsal throughout the year. Staff will apply identified strategies within upcoming lessons, and implementation will be monitored through PLCs, student work, and Observation & Feedback walkthroughs to determine additional coaching or professional-learning needs

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, AVID Site Coordinator, AVID Elective 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 2: Close achievement gaps for identified student groups, including White, Economically Disadvantaged, Continuously Enrolled, Emergent Bilingual, and Special Education, 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: White from 56% to 60%; Economically Disadvantaged from 40% to 45%; Continuously Enrolled from 55% to 58%; Emergent Bilingual from 36% to 41%; and Special Education from 11% to 20%.
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: White from 34% to 42%; Economically Disadvantaged from 23% to 31%; Continuously Enrolled from 34% to 41%; Emergent Bilingual from 30% to 37%; and Special Education from 7% to 16%.

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: State and District Assessment Data
Progress Monitoring Data
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: a. 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.

b. 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.

c. 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 Principals, Instructional Facilitator, Department Leaders, Department Team Members

Title I:
2.51, 2.52, 2.53

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: a. 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.

b. 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.

c. 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 Principals, Instructional Facilitator, Counseling Department, Department Leaders, Department Team Members

Title I:
2.51, 2.52, 2.53

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: a. 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.

b. 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.

c. 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.

d. 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.

e. 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 Principals, Instructional Facilitator, District Leadership

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

Performance Objective 3: By the end of 2026-27, North Oaks will increase English-language proficiency growth and academic achievement for Emergent Bilingual students, demonstrating progress toward exiting TSI identification.

Evaluation Data Sources: ODS; intervention records; MTSS documentation; progress-monitoring assessments; Summit K12, Ellevation Data.

Strategy 1 Details
Strategy 1: Make Academic Literacy and Academic Discourse campuswide instructional expectations. **Actions:** a. Intentionally embed reading, writing, listening, and speaking opportunities within daily instruction across all content areas. During lesson internalization, teachers will intentionally plan meaningful opportunities for students to read, write, listen, and speak about grade-level content every day. Activities will require students to process and communicate academic thinking rather than simply complete tasks. Implementation will be monitored through lesson artifacts, student work, PLCs, and Observation & Feedback walkthroughs. b. Explicitly teach and reinforce content-specific academic vocabulary. Teachers will identify essential academic and content-specific vocabulary during lesson internalization and explicitly teach vocabulary in context using modeling, examples, visuals, connections, and repeated opportunities for students to use the language in speaking and writing. Evidence of implementation and impact will be monitored through student work, classroom discourse, CFUs, and walkthrough data. c. Establish complete-sentence academic responses as a consistent campuswide expectation. Teachers will routinely require students to communicate their thinking in complete sentences during oral and written responses, using appropriate academic vocabulary and evidence when applicable. Teachers will model expected responses and provide scaffolds based on student need, gradually reducing supports as students demonstrate independence. Implementation will be monitored through classroom observations, student discourse, and student writing. d. Implement structured academic discourse and evidence-based writing routines across content areas. Teachers will provide frequent opportunities for students to discuss, explain, justify, defend, and revise their thinking through structured discourse routines and evidence-based writing tasks aligned to grade-level content. AVID/WICOR and other campus-adopted instructional routines will be used as appropriate to increase equitable student participation and academic language production. Effectiveness will be monitored through student work, classroom discourse, formative assessments, and Observation & Feedback data **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Department Leaders

Strategy 2 Details

Strategy 2: Strengthen linguistic supports and academic monitoring for EB and Newcomers within rigorous Tier I instruction.

Actions: a. Implement linguistically appropriate scaffolds while maintaining grade-level rigor and cognitive demand.
Teachers will intentionally incorporate scaffolds--including visuals, modeling, sentence stems/frames, structured collaborative learning, comprehensible-input strategies, and appropriate AVID/WICOR strategies--to provide Emergent Bilingual and Newcomer students access to grade-level content without reducing the rigor of the learning objective or task. Supports will be selected based on students' language proficiency and instructional need and monitored through lesson artifacts, student work, classroom discourse, and Observation & Feedback walkthroughs.

b. Establish a recurring PLC/MTSS process to identify and respond early to EB and Newcomer student needs.
PLCs and MTSS teams will routinely triangulate TELPAS domain data, STAAR results, common/formative assessments, classroom performance, student work, and Newcomer progress data to identify students demonstrating insufficient academic or language growth. Teams will determine specific linguistic and/or academic needs, assign appropriate instructional responses, and review subsequent evidence to determine whether supports should be continued, modified, or intensified.

c. Develop, implement, and monitor a campuswide Summit K12 implementation plan to accelerate English-language proficiency. Campus leadership and designated EB/ESL staff will establish expectations for the frequency, duration, instructional setting, student groups, and staff responsibilities for Summit K12 implementation, with particular attention to students and TELPAS domains demonstrating the greatest need. Usage and progress data will be reviewed at established intervals through PLC/MTSS processes to identify students not meeting expected progress and adjust instructional support accordingly. Effectiveness will be evaluated through Summit K12 progress data, classroom language-production evidence, and TELPAS proficiency growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Newcomer Teacher, Department Leaders

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: By the end of 2026-27, North Oaks will increase the percentage of students achieving Meets and Masters across STAAR-tested content areas and reduce achievement gaps for students, particular those receiving Special Education services.

Evaluation Data Sources: STAAR performance at Approaches, Meets, and Masters Grade Level by content area and student group; STAAR Academic Growth/Progress Measures; STAAR Interim Assessment data; district and common formative assessment results; student work and constructed responses; PLC data-analysis and student-work protocols; Special Education progress-monitoring and IEP goal data; Depth & Complexity implementation evidence; and Observation & Feedback/T-TESS 2 walkthrough data related to rigor, checks for understanding, academic literacy, and academic discourse.

Strategy 1 Details
Strategy 1: Implement an early-warning attendance system through TPMs emphasizing intervention before truancy becomes chronic. **Actions:** a. Implement proactive, relationship-based family outreach to strengthen attendance and school engagement. Teachers, counselors, and campus staff will establish positive, relationship-based communication with families before attendance concerns become chronic, emphasizing partnership, student success, and identification of barriers to regular attendance. Outreach will include positive contacts and early communication when attendance patterns emerge. Implementation will be monitored through family contact documentation, attendance trends, and parent conference records. b. Conduct weekly attendance reviews using established early-warning thresholds. Campus leadership and designated staff will review student attendance weekly and identify students whose attendance falls to or below 94%, 92%, and 90% to provide increasingly targeted levels of support before patterns become more significant. Attendance data will be reviewed by student, grade level, student group, and individual attendance pattern to identify trends and determine appropriate campus responses. c. Implement and monitor tiered attendance interventions based on student need and identified barriers. Students identified through weekly attendance reviews will receive increasingly targeted interventions based on attendance level, pattern, and identified barriers, including relationship-based family outreach, parent conferences, individualized attendance plans, student/family incentives and recognition, and referrals to appropriate campus or community supports. When academic, behavioral, social-emotional, or other student needs contribute to absenteeism, supports will be coordinated through the MTSS process. Student attendance will be reviewed following intervention to determine whether supports are effective or require adjustment or intensification. **Staff Responsible for Monitoring:** Assistant Principals, Attendance Clerk, Counseling Department

Strategy 2 Details

Strategy 2: Provide professional learning and ongoing support in data-driven decision-making to strengthen instructional practices, inform responsive instruction, and improve student achievement and growth.

Actions: a. Provide campuswide Depth & Complexity professional learning and job-embedded implementation support. Campus leadership will plan and provide Depth & Complexity training for all instructional staff to strengthen cognitive rigor, questioning, differentiation, and opportunities for students to engage deeply with grade-level content. Following initial training, teachers will receive opportunities to apply, rehearse, and refine identified practices through PLCs, lesson internalization, coaching, and Observation & Feedback cycles. Implementation will be monitored through lesson artifacts, walkthrough data, student work, and formative assessment results.

b. Intentionally integrate Depth & Complexity practices into Tier I instruction to increase cognitive rigor and movement toward Meets and Masters. During lesson internalization and rehearsal, teachers will identify appropriate opportunities to incorporate Depth & Complexity into questioning, instructional tasks, academic discourse, writing, and student products. Implementation will emphasize analysis, reasoning, connections, justification, and application rather than simply adding activities to existing lessons. PLCs and instructional leaders will examine student work and walkthrough evidence to determine whether implementation is increasing the depth and quality of student thinking.

c. Implement a consistent Check for Understanding and Monitor & Adjust cycle to respond to student learning in real time. During lesson internalization and rehearsal, teachers will plan purposeful CFUs at critical points in instruction, systematically collect evidence of learning from all students, and adjust instruction based on demonstrated understanding. Teachers will use exit tickets, student work, academic discourse, and other formative evidence to determine immediate and subsequent needs for clarification, reteach, scaffolding, additional practice, or enrichment. Implementation and impact will be monitored through PLCs, student-learning evidence, and Observation & Feedback walkthroughs.

d. Increase student ownership of learning through aligned Leader in Me and AVID practices. Teachers will establish consistent opportunities for students to set meaningful academic goals, track progress toward identified outcomes, reflect on evidence of their learning, organize learning tools and resources, and communicate their progress. Leader in Me goal-setting/leadership practices and appropriate AVID strategies will be intentionally integrated rather than implemented as separate activities. Student ownership will be monitored through goal-setting artifacts, student reflections, leadership/learning portfolios, student conferences, classroom observations, and evidence of academic progress.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Department Leaders, Department Team Members

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: North Oaks will strengthen a coordinated system for early identification, intervention, and progress monitoring of students requiring academic, behavioral, linguistic, or social-emotional support.

Evaluation Data Sources: MTSS intervention and progress-monitoring data; STAAR, TELPAS, district and common formative assessment data; course grades/failure rates; attendance data; discipline and ISS data; ZAP/missing-work data; counseling and specialized program progress data (Newcomer, PASS, SPED, dyslexia, 504); accelerated instruction data; and family communication/engagement records.

Strategy 1 Details
Strategy 1: Establish a coordinated, campuswide MTSS framework that integrates academic, behavioral, attendance, linguistic, and social-emotional supports. **Actions:** a. Establish a common campus MTSS process for identifying, referring, supporting, and monitoring students with single or multiple areas of need. Clearly define entry points, decision-making criteria, responsible personnel, documentation expectations, review intervals, and pathways for escalating or reducing support. b. Develop a coordinated student-support profile/process for students receiving multiple interventions or services. Relevant staff will be able to identify the student's current academic, behavioral, attendance, linguistic, and/or social-emotional supports, responsible personnel, goals, and progress-monitoring measures to reduce fragmented or competing interventions. c. Conduct recurring multidisciplinary MTSS reviews for students with persistent or multiple needs. Appropriate personnel will collectively examine student response across support areas, identify barriers, coordinate interventions, and determine clear next steps and ownership. **Staff Responsible for Monitoring:** Crisis Intervention Counselor, Professional Counselor, Principal, Assistant Principals

Strategy 2 Details
Strategy 2: Establish a consistent response-to-intervention decision cycle across campus support systems. **Actions:** a. Establish measurable outcomes and predetermined progress-monitoring intervals for targeted interventions. Each intervention will identify the student need, intended outcome, responsible personnel, monitoring measure, and review date. b. Use student response--not participation alone--to determine next steps. At established review points, staff will use evidence to determine whether supports should be continued, modified, intensified, faded, or discontinued. c. Monitor intervention effectiveness across campus programs and supports. Campus leadership will periodically examine whether students receiving interventions demonstrate expected improvement and identify interventions or systems requiring modification, additional resources, or professional learning. **Staff Responsible for Monitoring:** Crisis Intervention Counselor, Professional Counselor, Principal, Assistant Principals

Strategy 3 Details

Strategy 3: Strengthen communication and continuity of support for students receiving coordinated interventions.

Actions: a. Establish clear ownership and communication protocols for students receiving multiple supports. Designated personnel will coordinate communication among relevant teachers, specialists, counselors, administrators, intervention staff, and families so that responsibilities, student goals, progress, and next steps are understood.

b. Strengthen transition and follow-up processes when students enter, exit, or move between levels or types of support. Relevant information regarding successful strategies, accommodations, interventions, goals, and progress will follow the student to support continuity rather than requiring each setting to begin again.

c. Engage families as partners when students require targeted or intensive coordinated support. Families will receive timely information about identified needs, planned supports, progress, and significant adjustments and will have opportunities to provide information that informs intervention decisions.

Staff Responsible for Monitoring: Crisis Intervention Counselor, Professional Counselor, Principal, Assistant Principals

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

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

High Priority

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

Strategy 1 Details
Strategy 1: Incentivize consistent and improved attendance for individuals and groups. **Actions:** a. Implement individual attendance incentives that recognize both strong attendance and measurable improvement. Campus staff will recognize students who demonstrate consistent attendance and students who improve their individual attendance rates through periodic drawings, prizes, recognition, and other incentives. Eligibility criteria will include improvement measures so students with prior attendance concerns have attainable opportunities for recognition. Participation and subsequent attendance rates will be reviewed to determine whether incentives are contributing to improved attendance. b. Implement classroom and grade-level attendance challenges to build collective responsibility for attendance. Campus leadership will establish recurring classroom and grade-level competitions using clearly communicated attendance goals and improvement measures. Progress will be communicated regularly to students and staff, and groups demonstrating strong or improved attendance will receive recognition. Attendance trends will be reviewed by classroom, grade level, and student group to evaluate impact. c. Conduct quarterly schoolwide attendance celebrations tied to established attendance goals. North Oaks will recognize students and groups meeting or demonstrating progress toward quarterly attendance targets through schoolwide celebrations and recognition. Campus leadership will review quarterly attendance data, including results by student group, to determine whether incentives are improving attendance equitably and identify populations requiring additional support. d. Provide larger schoolwide incentives when established campus attendance goals are achieved. Campus leadership will establish and communicate measurable attendance benchmarks connected to larger student experiences, such as movie days, field days, or other campus celebrations. Events will be earned based on progress toward predetermined campus attendance goals, and results will be compared across monitoring periods to determine the effectiveness of the incentive strategy. e. Celebrate and communicate individual attendance growth to reinforce a culture of improvement. With appropriate student/family consent, North Oaks will highlight student attendance success stories through announcements, campus communications, recognition displays, or other appropriate venues, emphasizing improvement, persistence, and the connection between regular attendance, belonging, and academic success. Campus leaders will monitor participation and attendance trends to determine whether recognition efforts contribute to a positive attendance culture. **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Attendance Clerk, Attendance Review Committee

Strategy 2 Details

Strategy 2: Engage and educate families on the importance of regular school attendance.

Actions: a. Implement clear, consistent, and proactive family communication regarding attendance expectations and individual student attendance. Campus leadership will provide recurring attendance information through newsletters and other family communication channels that explains the importance of daily attendance, campus attendance procedures, and available supports. Families will receive monthly individual attendance updates so they are aware of their student's current attendance rate and can address emerging concerns before absenteeism becomes chronic. Effectiveness will be monitored through family contacts, attendance trends, and changes in the number of students approaching identified attendance thresholds.

b. Integrate attendance education into parent workshops, conferences, and counseling interactions. Campus staff will incorporate attendance education into appropriate parent workshops, counseling meetings, conferences, and family events, emphasizing the academic, social, and emotional impact of missed instructional time. Easy-to-understand attendance resources will be provided in accessible formats and languages appropriate to campus families. Family feedback and subsequent student attendance will be used to identify additional communication or education needs.

c. Conduct weekly attendance data-review and problem-solving meetings with the attendance clerk. Campus administration and the attendance clerk will meet weekly to review campus and individual attendance data, identify students approaching or reaching the established 94%, 92%, and 90% attendance thresholds, evaluate completed family outreach and interventions, and determine next actions. Meetings will also identify procedural, communication, or resource needs that will strengthen the attendance clerk's capacity to support students and families. Progress will be monitored through weekly attendance trends and intervention documentation.

d. Establish early family communication as the expectation for anticipated absences and recurring attendance concerns. Campus staff will routinely encourage families to communicate anticipated absences, recurring barriers, and attendance concerns as early as possible so the campus can provide guidance and support before patterns negatively affect student learning. When barriers are identified, staff will connect families with appropriate campus, MTSS, counseling, or community supports and monitor subsequent attendance to determine whether additional intervention is needed.

Staff Responsible for Monitoring: Administration, Attendance Clerk, Support Staff

Strategy 3 Details

Strategy 3: In addition to district guidelines, implement targeted interventions to avoid and respond to chronic absenteeism.

Actions: a. Ensure timely and accurate attendance data through real-time period attendance verification. The attendance clerk will monitor attendance entries throughout each school day and conduct real-time checks each class period to identify missing, incomplete, or potentially inaccurate attendance records. Discrepancies will be addressed promptly with teachers to ensure campus attendance data accurately identify students requiring early intervention. Campus administration will monitor attendance-entry accuracy and unresolved attendance records.

b. Implement an early-warning outreach process for consecutive student absences. Second-period teachers will monitor daily attendance and initiate relationship-based family outreach by phone or email within 24 hours when a student reaches two consecutive absences. Teachers will document outreach and communicate identified concerns or barriers to designated campus staff when additional support is needed. Campus leadership will monitor completion of required contacts and subsequent student attendance to determine whether early outreach is reducing continued absences.

c. Develop and monitor individualized attendance improvement plans for students demonstrating significant or persistent absenteeism. Students reaching established attendance thresholds or demonstrating recurring patterns of absence will receive an individualized attendance improvement plan developed in partnership with the student and family. Plans will identify barriers, establish measurable attendance goals, identify campus/family responsibilities and supports, and include appropriate opportunities to address missed instructional time. Plans will be reviewed at established intervals, and interventions will be adjusted based on subsequent attendance data.

d. Implement Check-In/Check-Out for identified students whose attendance may improve through increased adult connection and accountability. Students identified through attendance data and problem-solving processes will be paired with a designated staff member for consistent Check-In/Check-Out. Staff will reinforce attendance goals, identify emerging barriers, celebrate progress, and connect students with additional support when needed. Participation and individual attendance rates will be reviewed regularly to determine whether Check-In/Check-Out is improving attendance and school connection.

Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Teachers

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

Performance Objective 2: By the end of 2026-27, North Oaks will implement a coherent instructional leadership system that aligns professional learning, PLCs, LIFT/HQIM implementation, T-TESS 2, observation and feedback, and campus instructional priorities to improve teacher practice and student

Evaluation Data Sources: PD artifacts; walkthrough trends; teacher feedback; implementation rubric/data, internalization data;

Strategy 1 Details
Strategy 1: Establish the North Oaks Instructional Delivery System. **Actions:** a. Establish and reinforce the North Oaks Instructional Delivery System through ongoing professional learning, practice, and monitoring. Campus instructional leaders will provide ongoing professional learning and job-embedded support around the seven high-leverage practices: Lesson Internalization, Lesson Rehearsals, Checks for Understanding, Academic Literacy, Instructional Routines, Academic Discourse, and Observation & Feedback. Staff will apply and rehearse these practices through PLCs and classroom instruction, with implementation monitored through PLC artifacts, student work, walkthroughs, T-TESS 2 evidence, and Observation & Feedback cycles to identify areas for continued support. b. Align PLC+ Texas, LIFT, and campus instructional processes into a coherent continuous-improvement system. Campus leadership will intentionally align PLC+ Texas protocols, LIFT grant expectations, professional learning, lesson internalization/rehearsal, and Observation & Feedback processes so teachers experience a consistent set of instructional expectations rather than separate initiatives. Leadership and PLC teams will use common language, protocols, and evidence of student learning to plan, implement, measure, and adjust instruction. Implementation will be reviewed through PLC artifacts, coaching feedback, walkthrough trends, and student-learning data. c. Engage in recurring instructional visits, learning walks, and job-embedded coaching to strengthen implementation of the instructional delivery system. Teachers and campus instructional leaders will participate in scheduled instructional visits, learning walks, and coaching cycles with the LIFT coach and district instructional personnel focused on identified campus instructional priorities. Feedback and evidence collected during visits will be used to identify specific strengths and next steps, inform professional learning and PLC support, and establish actionable follow-up. Campus leadership will monitor implementation of identified action steps through subsequent walkthroughs, coaching cycles, and student-learning evidence. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Department Leaders

Strategy 2 Details

Strategy 2: Implement consistent Observation & Feedback and T-TESS 2 walkthrough cycles to provide timely, actionable feedback that accelerates teacher growth and improves student outcomes.

Actions: a. Calibrate campus appraisers to ensure consistent implementation of T-TESS 2 and Observation & Feedback expectations. Campus administrators and instructional leaders will participate in recurring calibration activities using classroom evidence, scripting, and T-TESS 2 indicators to establish a shared understanding of effective instructional practice and consistent feedback expectations. Calibration will focus on the North Oaks Instructional Delivery System and will be monitored through leadership-team calibration activities, walkthrough evidence, and consistency of identified teacher action steps.

b. Implement a calendared and scripted Observation & Feedback system that provides timely, actionable feedback and follow-up. Campus instructional leaders will maintain protected O&F calendars and use objective classroom scripting to capture evidence of teacher and student actions. Feedback conversations will identify a specific, high-leverage action step aligned to campus instructional priorities and/or T-TESS 2 indicators. Follow-up observations will be scheduled to determine implementation, provide additional coaching, and assess impact on student learning.

c. Use aggregated T-TESS 2, walkthrough, and Observation & Feedback evidence to identify and respond to professional-learning needs. Campus instructional leaders will routinely analyze trends in appraisal, walkthrough, and O&F evidence to identify individual, team, content-area, and campuswide professional-learning needs. Identified trends will inform subsequent professional development, PLC support, coaching, modeling, and lesson rehearsal. Effectiveness will be evaluated through subsequent observation evidence and changes in teacher practice and student-learning outcomes.

d. Implement a consistent Observation & Feedback coaching cycle to accelerate teacher growth and improve student outcomes. Instructional leaders will use the O&F cycle to observe and script evidence; identify the highest-leverage action step; provide timely, bite-sized and actionable feedback; model or rehearse the practice when appropriate; and conduct follow-up observations to monitor implementation and impact. Subsequent evidence will determine whether the action step has been mastered, requires continued coaching, or should progress to the next highest-leverage area for teacher growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Department Leaders

Strategy 3 Details

Strategy 3: Align professional learning opportunities for teachers and staff to CNA/root causes and areas of need identified by teaching staff through PLCs and surveys.

Actions: a. Prioritize professional learning based on identified campus, teacher, and student needs. Campus instructional leaders will use CNA findings, student achievement data, T-TESS 2 evidence, Observation & Feedback trends, PLC data, and teacher input to identify and prioritize professional-learning needs. Professional learning will emphasize Depth & Complexity, academic literacy and discourse, AVID/WICOR, HQIM implementation, Checks for Understanding, SDI, multicultural competence, Leader in Me, and instructional routines, with priorities adjusted throughout the year based on evidence of implementation and student outcomes.

b. Provide ongoing, job-embedded professional learning through weekly Faculty Learning and Collaboration Meetings (FLCMs). Campus leadership will develop and deliver targeted professional learning during weekly FLCMs aligned to identified instructional and campus needs. Sessions will incorporate modeling, practice, collaboration, lesson application, and rehearsal when appropriate so teachers can immediately transfer learning to classroom practice. Implementation will be monitored through PLCs, lesson artifacts, student work, T-TESS 2/Observation & Feedback evidence, and subsequent professional-learning needs.

c. Leverage teacher leaders, campus exemplars, and district personnel to build collective instructional capacity. Campus leadership will identify and engage teachers demonstrating effective practices, along with district instructional personnel and other content experts, to model, facilitate, and support professional learning during PLCs and FLCMs. Teachers will have opportunities to observe exemplars, analyze practices, rehearse strategies, and apply learning within upcoming instruction. Campus leaders will monitor transfer to classroom practice through walkthroughs, O&F cycles, PLC evidence, and student-learning outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Department Leaders

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

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

Evaluation Data Sources: Master schedule, class size

Strategy 1 Details
Strategy 1: Improve student to teacher ratio for more balanced classes. **Actions:** a. Identify and verify students requiring specialized programming and scheduling supports before development of the master schedule. Campus leadership and counselors will identify students receiving Special Education, dyslexia, 504, EB/Newcomer, GT, intervention, PASS, and other specialized services using current campus and feeder-campus data. Student lists and identified service needs will be verified with diagnosticians and appropriate program personnel before scheduling decisions are finalized to ensure required services and supports are accurately represented. b. Prioritize students with specialized or complex service and support needs during the master scheduling process. Counselors and campus administrators will hand-schedule students with the most complex academic, linguistic, behavioral, and programmatic needs first to ensure appropriate course placement, services, instructional supports, and class balance. Schedules of students receiving specialized services will be reviewed prior to finalization to identify and resolve conflicts, inappropriate placements, or barriers to required services. c. Engage Department Leaders in the strategic development and review of instructional sections and staffing assignments. Campus administration will collaborate with Department Leaders to determine the number, placement, and staffing of course sections based on enrollment projections, student needs, program requirements, class size, teacher expertise, and instructional priorities. Department recommendations will be reviewed by campus administration, with final staffing and master-schedule approval provided by the building principal. d. Strategically match teacher expertise and certifications to student and program needs. Campus leadership will use teacher certifications, specialized training, demonstrated instructional strengths, and student/program needs to strategically assign staff to instructional sections. Particular attention will be given to leveraging teachers with specialized or multiple certifications to increase access to qualified instruction, strengthen supports for identified student populations, and improve class composition and balance. Effectiveness will be reviewed through schedule audits, class-size/balance data, service-delivery verification, and student outcomes **Staff Responsible for Monitoring:** Administrators, Professional Counselor, Department Leaders

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

Performance Objective 4: By May 2027, North Oaks Middle School will strengthen the effectiveness of operational and student-support systems by ensuring that 100% of identified priority systems have clearly defined procedures, responsible personnel, progress-monitoring measures, and documented formative reviews, resulting in improved instructional continuity, timely student support, and organizational effectiveness.

Evaluation Data Sources: MTSS documentation and progress-monitoring data; discipline and ISS data; attendance/chronic absenteeism data; staff attendance and substitute fill rates; internal class-coverage data; counseling and student-support records; master-schedule audits; PDSA documentation; program evaluation data; and formative-review evidence.

Strategy 1 Details
Strategy 1: North Oaks will improve consistency, coordination, and monitoring of operational and student-support systems to maximize instructional time and organizational effectiveness. **Actions:** a. Strengthen PBIS and discipline systems through revision, staff training, consistent implementation, and ongoing monitoring. Campus leadership will review and revise PBIS, classroom-managed behavior, referral, and discipline processes to establish clear and consistent expectations for prevention, intervention, documentation, and administrative response. Staff will receive training and ongoing reinforcement of established processes. Implementation and effectiveness will be monitored through discipline referrals, repeat referrals, ISS data, classroom removals, student-group trends, and staff/student perception data to identify needed adjustments. b. Implement a coordinated MTSS process to integrate academic, behavioral, attendance, and social-emotional supports. Campus teams will use MTSS to identify students requiring additional support, determine appropriate academic, behavioral, attendance, counseling, and social-emotional interventions, assign responsibilities, and establish measurable goals and progress-monitoring intervals. Teams will review student response to intervention at established intervals and determine whether supports should be continued, modified, intensified, or discontinued based on evidence of progress. c. Strengthen staff attendance and substitute-coverage systems to protect instructional continuity and student learning. Campus leadership will regularly monitor staff attendance, substitute fill rates, uncovered classes, and loss of teacher conference periods to identify patterns and operational barriers affecting instructional continuity. The campus will implement proactive attendance expectations, recognition/incentive strategies, substitute recruitment and retention efforts, and contingency coverage procedures. Effectiveness will be evaluated through staff attendance trends, substitute fill rates, frequency of internal class coverage, and instructional time preserved. d. Use Plan-Do-Study-Act (PDSA) cycles to continuously improve identified campus instructional, student-support, and operational systems. Campus leadership teams will identify priority system-level problems, establish measurable outcomes, implement targeted changes, and review evidence at predetermined intervals using the Plan - Do - Study - Act process. Findings will be used to continue, refine, expand, or discontinue practices based on demonstrated effectiveness. PDSA documentation and outcome data will provide evidence of continuous improvement at formative reviews. e. Evaluate campus programs and interventions based on measurable impact rather than implementation or participation alone. Campus leadership will establish intended outcomes and success measures for identified programs and interventions prior to or during implementation and routinely compare implementation evidence with student, staff, and/or operational outcomes. Evaluation will consider participation and fidelity as well as whether the program produced the intended result. Findings will inform decisions to continue, modify, expand, reduce, or discontinue programs and redirect resources toward higher-impact practices. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Counseling Department, Department Leaders

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

Performance Objective 5: By May 2027, North Oaks Middle School will demonstrate measurable growth from the 2026-27 baseline in family participation, two-way communication, and family perception of engagement and partnership, as measured by participation data, communication records, and Leader in Me MRA family survey results.

Evaluation Data Sources: MRA survey data, survey data, sign-in sheets, parent communication logs.

Strategy 1 Details
Strategy 1: North Oaks will increase proactive, two-way family and community engagement and participation. **Actions:** a. Grow and sustain PTA membership and participation following its successful reestablishment. Campus leadership and PTA officers will implement targeted membership, communication, and participation efforts throughout the year to increase family and staff involvement in PTA. Membership and participation data will be reviewed periodically to identify underrepresented groups, adjust outreach, and expand opportunities for families to contribute to campus programs, decisions, and activities. b. Sustain monthly All Pro Dad meetings to strengthen family connection and engagement. The campus will continue monthly All Pro Dad meetings, providing consistent opportunities for fathers and father figures to engage with students and the school community. Campus leaders will monitor attendance, repeat participation, and participant feedback to identify opportunities to increase participation and strengthen the program's impact on family-school connection. c. Expand meaningful family events and leadership opportunities that promote participation, connection, and partnership. Campus leadership will provide varied opportunities throughout the year for families to participate in academic, leadership, cultural, and community-building experiences and to serve in meaningful campus leadership or volunteer roles. Participation will be monitored by event and, when feasible, student group to identify families not being reached and inform future engagement efforts. d. Implement proactive, relationship-based teacher/family communication throughout the school year. Teachers will establish early positive contact with families and maintain proactive two-way communication regarding student progress, strengths, needs, and opportunities for support rather than relying primarily on communication after concerns arise. Campus leadership will reinforce expectations and monitor communication practices through contact documentation, family feedback, and student-support processes. e. Strengthen culturally responsive and accessible family communication. Campus staff will use clear, welcoming, culturally responsive communication practices and provide translated or linguistically accessible information when appropriate to increase families' understanding of and access to campus information, programs, and opportunities. Campus leadership will use participation patterns and family feedback to identify and address communication barriers. f. Systematically incorporate family voice into campus continuous-improvement processes. Campus leadership will collect and analyze family input through the Leader in Me MRA, surveys, PTA, family events, conferences, and other feedback opportunities to identify strengths, needs, and barriers to engagement. Findings will be reviewed at established intervals, used to determine campus actions, and communicated back to families when appropriate to demonstrate how family input informs campus improvement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Counseling Staff, Department Leaders, Department Team Members

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

Performance Objective 1: North Oaks will increase student, staff, and family perceptions of physical and emotional safety while reducing behavioral disruptions that interfere with teaching and learning.

Evaluation Data Sources: Referral data; walkthroughs; safety/climate perceptions, surveys, Leader in Me MRA data

Strategy 1 Details
Strategy 1: Strengthen proactive and consistent classroom learning environments that foster positive relationships, student belonging, active engagement, and clear expectations to maximize learning and instructional time. **Actions:** a. Implement and monitor consistent classroom-management and engagement practices to create predictable, supportive, and academically focused learning environments. Teachers will consistently implement campus Instructional Routines, CHAMPS/PBIS expectations, relationship-building practices, active supervision, engaging instruction, and predictable classroom procedures. Campus leaders will provide training, modeling, coaching, and reinforcement as needed and monitor implementation through walkthroughs, O&F/T-TESS 2 evidence, discipline and classroom-removal data, student engagement, and perception data. Identified trends will be used to provide targeted support and adjust campus practices. b. Explore the use of CPI Reframing Discipline platform as a viable resources for in the moment coaching for teachers experiencing difficulty with classroom management. c. Explore the purchase and use of Strength Explorers for students to build community within their classroms. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counseling Department, Department Leaders, Department Team Members

Strategy 2 Details

Strategy 2: Strengthen a consistent, proactive, and responsive behavioral support system that uses prevention, early intervention, data-informed decision-making, and coordinated supports to improve student behavior, strengthen relationships, and maximize instructional time.

Actions: a. Establish consistent implementation of campus discipline processes through training, reteaching, and ongoing monitoring. Campus leadership will train and periodically reteach staff on classroom-managed behaviors, CHAMPS/PBIS expectations, the campus consequence progression, office-referral procedures, documentation, parent communication, and administrator-managed behaviors. Implementation will be monitored through walkthroughs, referral documentation, staff feedback, and discipline data, with targeted coaching or clarification provided when inconsistencies are identified.

b. Routinely analyze discipline data to identify patterns and guide preventive and responsive actions.
Campus leadership and student-support teams will review discipline referrals, repeat referrals, classroom removals, ISS placements, locations, times, grade levels, behaviors, and student-group trends at established intervals. Findings will be used to identify students requiring additional support, determine staff or settings requiring targeted assistance, evaluate the effectiveness of current practices, and adjust PBIS, supervision, classroom-management, or MTSS responses.

c. Implement coordinated, student-centered responses matched to identified behavioral and social-emotional needs. Campus teams will appropriately utilize PASS, ISS, counseling, restorative/problem-solving responses, parent partnership, and MTSS interventions based on student need and patterns of behavior. Supports will include clearly identified goals, responsible personnel, family communication when appropriate, and progress monitoring to determine whether interventions should be continued, modified, intensified, or discontinued.

d. Strengthen re-entry and follow-up practices following significant or repeated disciplinary incidents. Students returning from ISS, PASS, or other significant disciplinary interventions will receive appropriate re-entry support focused on restoring relationships, clarifying expectations, identifying strategies for future success, and reconnecting the student to instruction. Students with repeated incidents will receive follow-up monitoring through the appropriate administrator, counselor, teacher, or MTSS team to evaluate whether the intervention reduced recurrence and whether additional support is needed.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Counseling Staff, ISS Teacher, PASS Team

Strategy 3 Details

Strategy 3: Use stakeholder perception and objective campus data together to proactively identify safety and climate concerns, guide responsive actions, and monitor the effectiveness of campus safety systems.

Actions: a. Systematically analyze and triangulate student, staff, and family perception data with objective campus safety and climate indicators. Campus leadership will review student, staff, and family perception data alongside discipline referrals, attendance, bullying reports, supervision data, incident reports, and other relevant safety indicators at established intervals. Findings will be used to identify patterns or discrepancies between perceived and documented safety and determine areas requiring preventive or responsive action.

b. Develop and implement targeted safety and climate responses based on identified trends and concerns. Campus leadership will use findings from perception and objective data to implement targeted actions such as adjustments to supervision, duty locations, transitions, common-area procedures, bullying prevention, student supports, staff training, or communication. Responsible personnel and expected outcomes will be identified, and subsequent data will be reviewed to determine whether actions improved the identified condition.

c. Strengthen stakeholder communication and feedback loops regarding campus safety and responsiveness. Campus leadership will communicate relevant safety expectations, preventive measures, and improvement actions to students, staff, and families and provide opportunities for ongoing feedback. When stakeholder input identifies an actionable concern, the campus will communicate appropriate actions taken in response and monitor subsequent perception data to determine whether stakeholder confidence and perceptions of safety improve.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counseling Staff

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

Performance Objective 2: During Year 2 of Leader in Me, North Oaks will increase student leadership, voice, belonging, ownership, staff efficacy, and family engagement as measured through the MRA and campus indicators.

Evaluation Data Sources: LiM implementation data; MRA; walkthroughs.MRA data/action plans.MRA; student surveys; participation; discipline/attendance data.

Strategy 1 Details
Strategy 1: Deepen Leader in Me implementation to embed a common leadership language and practices that strengthen student agency, goal setting, belonging, ownership, and authentic leadership across the campus. **Actions:** a. Implement the Leader in Me curriculum with consistency and strengthen campuswide understanding and application of the 7 Habits. Provide designated time for explicit Leader in Me instruction while intentionally reinforcing common leadership language and the 7 Habits throughout classrooms and campus settings. Monitor implementation through curriculum completion, walkthroughs, student artifacts, and student/staff feedback. b. Strengthen adult modeling and integration of Leader in Me principles across the campus. Staff will intentionally model the 7 Habits, leadership language, relationship-building, and personal responsibility in interactions with students and one another. Campus leadership will reinforce implementation through FLCMs, PLCs, staff communications, recognition, and observation of campus practices. c. Expand authentic student leadership, voice, and decision-making opportunities beyond traditional student organizations. Create meaningful classroom and campus leadership roles that provide a broader range of students opportunities to lead, contribute, solve problems, provide input, and positively influence the school community. Monitor participation to determine whether leadership opportunities are reaching students across grade levels and student groups. d. Implement student goal setting, progress monitoring, reflection, and leadership portfolios. Students will establish meaningful academic and/or personal leadership goals, regularly monitor evidence of progress, reflect on successes and barriers, and maintain leadership portfolios or other documentation of growth. Teachers will provide structured opportunities for students to review progress, celebrate growth, and determine next steps. e. Use Leader in Me MRA data to establish priorities and monitor growth in leadership, culture, and academics. Campus leadership and the Lighthouse Team will analyze student, staff, and family MRA results to identify priority areas for improvement, establish measurable campus targets, and develop responsive actions. Progress will be reviewed through MRA results and complementary campus evidence to determine the impact of Leader in Me implementation. f. Strengthen student recognition and celebration systems around leadership, growth, contribution, and demonstration of the 7 Habits. Develop consistent opportunities to recognize students for leadership, personal growth, goal attainment, service, perseverance, and positive contributions to the campus community. Recognition will intentionally extend beyond academic achievement and traditional leadership positions to reinforce the belief that every student has the capacity to lead. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Crisis Intervention Counselor, Lighthouse Team

Strategy 2 Details

Strategy 2: Use MRA data as a continuous-improvement measure to identify priorities, establish measurable targets, guide responsive actions, and monitor growth in leadership, culture, and academics.

Actions: a. Establish and analyze the campus MRA baseline across student, staff, and family stakeholder groups.
Campus leadership and the Lighthouse Team will analyze MRA results across the Leadership, Culture, and Academics domains to establish baseline performance, identify strengths and areas for growth, and examine differences in perceptions among students, staff, and families.

b. Identify priority MRA indicators and establish measurable improvement targets. Based on baseline findings and alignment with CNA/CIP priorities, campus leadership and the Lighthouse Team will identify a focused number of high-leverage MRA indicators for improvement and establish measurable annual targets. Priority indicators will be selected based on their significance to student leadership, belonging, ownership, family engagement, school culture, and academic growth rather than attempting to address all MRA measures simultaneously.

c. Develop and implement targeted actions in response to identified MRA priorities. For each identified priority indicator, campus leadership will establish specific actions, responsible personnel, timelines, and expected outcomes. Whenever possible, actions will be integrated into existing CIP strategies and campus systems rather than creating separate initiatives.

d. Monitor MRA priorities throughout the year using complementary formative evidence. Because the MRA is administered annually, campus leadership will use complementary evidence--including student/staff/family feedback, student leadership and goal-setting evidence, participation data, perception surveys or pulse checks, discipline and attendance trends, and other relevant campus indicators--to determine whether implementation is moving priority measures in the intended direction before the next annual MRA administration.

e. Use annual MRA results to evaluate impact and inform the next continuous-improvement cycle. Campus leadership and the Lighthouse Team will compare annual MRA results to established baselines and targets to determine areas of growth, persistent needs, and differences among stakeholder groups. Findings will inform decisions to continue, modify, intensify, or discontinue actions and establish priorities for the subsequent improvement cycle.

f. Communicate MRA findings, priorities, and resulting actions to stakeholders. Campus leadership will share relevant MRA findings and improvement priorities with students, staff, and families and communicate actions taken in response to stakeholder feedback. Subsequent feedback and MRA results will be used to determine whether stakeholders recognize improvement in identified priority areas.

Staff Responsible for Monitoring: Principal, Assistant Principals, Crisis Intervention Counselor, Lighthouse Team

Strategy 3 Details

Strategy 3: Expand equitable opportunities for student voice, leadership, service, and decision-making so all students have meaningful opportunities to contribute to and positively influence the school community.

Actions: a. Expand student leadership opportunities across academic, extracurricular, and campus settings. Campus staff will intentionally leverage Student Council, NJHS, athletics, fine arts, Robotics, clubs, classroom leadership, service opportunities, and other campus structures to provide students with authentic opportunities to lead, collaborate, serve, solve problems, and contribute to the school community. Leadership opportunities will extend beyond students holding elected or selected positions.

b. Establish accessible classroom and campus leadership roles that broaden participation. Teachers and campus leaders will create meaningful leadership roles that allow a wider range of students to assume responsibility, demonstrate strengths, contribute ideas, support peers, and positively influence their classroom or campus. Participation will be monitored across grade levels and student groups to identify students who have had limited access to leadership opportunities and intentionally broaden participation.

c. Create structured opportunities for student voice to inform campus decisions and improvement efforts. Campus leadership will routinely solicit student input through Leader in Me structures, student leadership groups, surveys, focus groups, classroom discussions, or other feedback processes. Student input will be analyzed and, when appropriate, used to inform decisions related to school culture, belonging, student activities, learning experiences, and campus improvement. Campus leaders will communicate back to students how their feedback was considered or acted upon.

d. Expand student-led service and contribution opportunities connected to authentic campus and community needs. Students will have opportunities to identify needs, participate in service, develop solutions, and contribute to projects that improve the campus or broader community. Campus staff will emphasize student ownership in planning, implementation, and reflection rather than limiting participation to adult-directed service activities.

e. Monitor the reach and impact of student leadership opportunities. Campus leadership and the Lighthouse Team will periodically review participation in leadership, service, extracurricular, and student-voice opportunities to determine whether opportunities are reaching a broad representation of students. Student participation, feedback, MRA/ perception data, and evidence of student contribution will be used to identify participation gaps and adjust opportunities accordingly.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counseling Staff, Lighthouse Team, Club Sponsors

Strategy 4 Details

Strategy 4: Build an inclusive and connected school community across student groups by strengthening relationships, belonging, multicultural competence, collaboration, and positive peer interactions.

Actions: a. Strengthen intentional classroom community-building and relationship practices. Teachers will intentionally establish classroom communities that foster belonging, trust, mutual respect, and positive relationships among students through consistent relationship-building practices, collaborative learning, classroom routines, and opportunities for students to learn with and from peers across different backgrounds and experiences. Implementation will be monitored through walkthroughs, student feedback, discipline data, and perception measures.

b. Implement CharacterStrong lessons and practices to strengthen relationships, character, social-emotional competencies, and positive school culture. Teachers and designated staff will implement CharacterStrong lessons and reinforce common practices that develop relationship skills, empathy, responsibility, self-awareness, decision-making, and positive peer interactions. Campus leadership will monitor implementation and examine student perception, behavior, and engagement evidence to determine impact and identify areas requiring additional support.

c. Strengthen multicultural competence and culturally responsive practices among staff and students. Provide professional learning, reflection, and practical strategies that strengthen staff capacity to understand and respond to the cultural, linguistic, and lived experiences represented within the North Oaks community. Staff will apply culturally responsive relationship-building, communication, instructional, and classroom-community practices, with implementation monitored through feedback, observation, and stakeholder perception data.

d. Use collaborative AVID/WICOR structures to intentionally strengthen student interaction, voice, and belonging.
Teachers will incorporate structured collaborative learning and academic discourse that require equitable participation, active listening, shared problem-solving, and productive interaction among students. Structures will be selected purposefully to support both rigorous learning and positive peer relationships rather than allowing students to consistently self-select familiar peer groups.

e. Reinforce Leader in Me practices that promote respect, empathy, collaboration, and shared responsibility. Staff and students will apply relevant 7 Habits and common Leader in Me language to strengthen interpersonal relationships, collaborative problem-solving, conflict resolution, and responsibility for the classroom and school community. LiM practices will be embedded within existing classroom and campus routines rather than implemented as isolated activities.

f. Intentionally create opportunities for connection across student groups and programs. Campus staff will create structured opportunities for students across grade levels, backgrounds, programs, organizations, and extracurricular activities to collaborate, serve, celebrate, and solve problems together. Opportunities may leverage academics, athletics, fine arts, Robotics, clubs, service, Leader in Me, and campus events while intentionally expanding interaction beyond students' typical peer groups. Participation and student feedback will be reviewed to determine whether opportunities are strengthening connection and belonging.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counseling Staff, Lighthouse Team, Club Sponsors