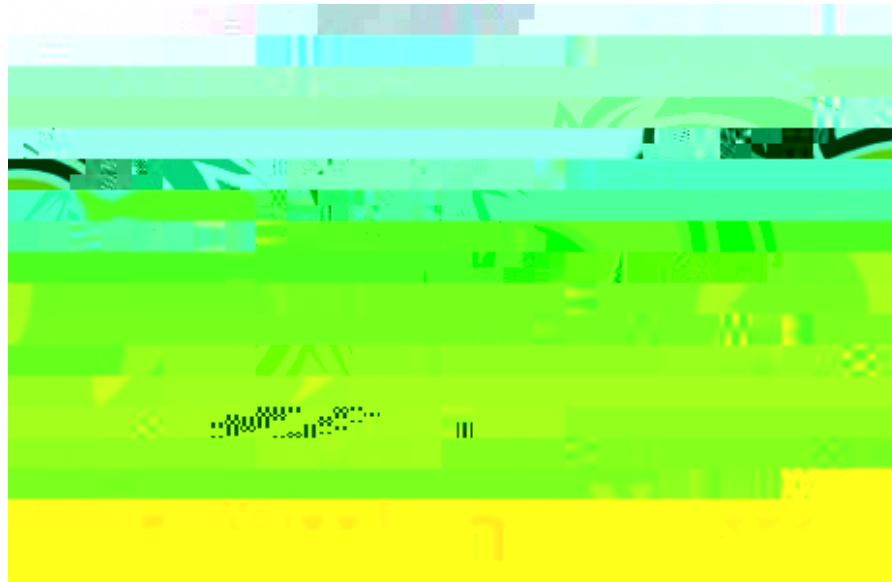


Birdville Independent School District
North Oaks Middle School
2024-2025 Campus Improvement Plan



Mission Statement

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

Value Statement

Comprehensive Needs Assessment

Demographics

Demographics Summary

Current Student Overview:

Student Learning

The analysis of STAAR performance data at North Oaks Middle School shows that 65% of all tests administered met the Approaches Grade Level (GL) standard or above, with 37% of students meeting and 15% mastering the GL standard. Reading/Language Arts (RLA) emerged as the strongest subject, with 76% of students reaching the Approaches GL standard or higher. However, performance in Mathematics, Science, and Social Studies was lower, particularly in mastery levels. Conversely, economically disadvantaged and special education students displayed lower achievement across all subjects, particularly in Mathematics and Science. Additionally, White and Asian students should be in need of an upward trend in growth across content areas. These findings highlight a need for a focus on improving meeting standards and targeted interventions in these areas and student groups to enhance overall academic performance at North Oaks Middle School.

This summary will guide our campus improvement efforts, focusing on strengthening support in Mathematics, Science, and Social Studies while continuing to build on the successes in RLA.

Student Learning Strengths

School Processes & Programs

School Processes & Programs Summary

Perceptions

Perceptions Summary

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

Priority Problem Statements

Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement.

Root Cause 1: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: English Language Learners show significantly lower performance compared to their peers, particularly in Grade 6 Reading, where only 38% meet the standard.

Root Cause 2: Insufficient language support and resources for English Language Learners contribute to their lower performance, particularly in reading and other core subjects.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts.

Root Cause 3: Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication.

Root Cause 4: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

Goals

Goal 1:

Performance Objective 1:

Strategy 2 Details

Strategy 2: Improve (or create), and monitor the implementation and effectiveness of instructional support systems designed to expand student learning outcomes for all students by

Strategy 3 Details

Strategy 3:

Goal 1:

Performance Objective 2:

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

Strategy 1 Details

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strategy 1 Details

Strategy 3 Details

Strategy 3: Hire and Utilize a part-time Crisis Intervention Counselor to support the needs of the campus.

Actions: Employ a .5 Campus Intervention Counselor (CIC) to provide targeted training for staff on PBIS implementation, trauma-informed practices, student individual and

Perceptions

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

Goal 1:

Performance Objective 3:

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

Strategy 1 Details

Strategy 1: Continue and create community partnerships with local churches, businesses, community organizations.

- Actions:** a. Continue food program with The Hills Church
b. Start a Youth in Action Program
c. Explore partnerships to phase into involvement in upcoming years.
d. Enter into discussion for future implementation of a TRiO Programs Talent Search grant.

Staff Responsible for Monitoring: Counselors, Administrators.

Problem Statements: Perceptions 1

Strategy 2 Details

Strategy 2: Begin a North Oaks Middle School PTA.

- Actions:** a. Work with the BISD Council PTA President to phase in a North Oaks PTA Board and membership.

Staff Responsible for Monitoring: Administrators and Counselors

Problem Statements: Perceptions 1

Strategy 3 Details

Strategy 3: Increase family engagement and communication opportunities.

- Actions:** a. Plan and execute monthly family engagement activities
b. Principal's monthly coffee or evening chips and salsa

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Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1:

Goal 2:

Performance Objective 1:

Goal 2:

Performance Objective 2:

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

Strategy 1 Details

Strategy 1: Establish baseline data collection.

Actions: a. Determine the key operational processes and departments to be assessed, such as student enrollment, classroom management, and administrative procedures.

b. Create or adapt data collection tools such as surveys, checklists, and observation forms to gather baseline data on these processes.

Staff Responsible for Monitoring: Administrators, Office Staff, Counselors

Goal Problem Statements: School Processes and Programs 1

Strategy 2 Details

Strategy 2: Implement the PDSA Cycle to begin the evaluative process of determining the effectiveness and efficiency of the processes identified in Strategy 1.

Actions: a. Clearly define the objectives and goals for each process or department to be improved and create detailed plans for data collection and analysis, including timelines and responsibilities.

b. Implement the data collection tools and procedures to gather baseline data on current operations. Additionally, conduct pilot tests of the data collection methods in selected areas to refine processes before full implementation.

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Strategy 3 Details

Strategy 3: Monitor and evaluate progress and use the feedback loop for continued improvement.

Actions: a. Schedule regular meetings with stakeholders to review progress on the implementation of improvements and to discuss any challenges or adjustments needed.

b. Use performance metrics to track the impact of changes on efficiency, effectiveness, and overall satisfaction.

c. Use ongoing feedback to make iterative adjustments to processes and ensure that improvements are responsive to the needs of the school community.

Staff Responsible for Monitoring: Administrators, Office Staff, Stakeholders

Goal 2:

Performance Objective 3:

Goal 3:

Performance Objective 1:

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

Strategy 1 Details
Strategy 1: Provide comprehensive training for staff and students through implementation and evaluation phases. Actions:

School Processes & Programs

Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause:** The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

Perceptions

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

Goal 3:

Performance Objective 2:

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

Strategy 1 Details
Strategy 1:

School Processes & Programs

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Perceptions

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State Compensatory

Budget for North Oaks Middle School

Total SCE Funds: \$230,982.00

Total FTEs Funded by SCE: 3.44

Brief Description of SCE Services and/or Programs

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Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2023 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

Administrators: Frankie Norris, Principal; Julie Bates, Assistant Principal; Todd Hayes, Assistant Principal

Instructional Facilitator: Carrie Growald

Counselors: Richard Pence, Professional Counselor; Melanie Mitchell, Crisis Intervention Counselor

Teachers: Megan Wetz, John Garcia, Alex Snider, Holley Hoskins, Courtney Elliott, and Sidney Bailey

Parent: Denise Ross

Community Members: Dusty Simmons & Jason Rogers

Other District Staff: Brian Allen & Jennifer Guataco

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 59% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects

3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognition, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the schoolwide plan and to guide the implementation of the plan.

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- September 8- Meet the Teacher Night on campus
- December 15- Winter Festival
- March Discover Birdville Event at Birdville High School

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Hoyle-Gaston	Crisis Counselor	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE Campus Personnel		\$230,982.00
Sub-Total					\$230,982.00
Budgeted Fund Source Amount					\$230,982.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutoring		\$3,469.00
1	2	3	Crisis Counselor		\$49,093.00
1	3	3	Family Engagement		\$531.00
Sub-Total					\$53,093.00
Budgeted Fund Source Amount					\$53,093.00
+/- Difference					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Facilitator		\$76,531.00
Sub-Total					\$76,531.00
Budgeted Fund Source Amount					\$76,531.00
+/- Difference					\$0.00
Grand Total Budgeted					\$360,606.00
Grand Total Spent					\$360,606.00
+/- Difference					\$0.00