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# Student Learning

## Student Learning Summary

[Redacted]

Approach	2023	2022
6 Reading		
7 Reading		
8 Reading		
6 Math		
7 Math		
8 Math		
Algebra		
Science		
Social Studies		
Meets	2023	2022
6 Reading		
7 Reading		
8 Reading		
6 Math		
7 Math		
8 Math		

[Redacted]

Reading STAAR scores increased in all three grades for the second consecutive year. Math scores improved in 6th and 8th grade as well as Algebra 1.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 35% of students had limited growth on the 2023 reading STAAR test. **Root Cause:** The level of rigor of the instruction was not aligned with the learning expectations and the assessment.

**Problem Statement 2 (Prioritized):** 41% of students had limited growth on the 2023 Math STAAR test. **Root Cause:** The level of rigor of the instruction was not aligned with the learning expectations and the assessment.

# **School Processes & Programs**

## **School Processes & Programs Summary**

The PLC process will focus on the four questions of the PLC. We are focused on analyzing common assessment data and developing learning opportunities to meet the needs of our students. We have a CBA Analysis protocol that is used during PLC to go over common assessment data.

We have altered the tutorial process for the campus to ensure that students have the opportunity to receive tutorials for each subject during the week.

## **School Processes & Programs Strengths**

Tier I strategies are used in class. All on-level math classes have been blocked this year to increase instruction and intervention time for all students.

Discipline data was very positive this past year. Teachers are doing a great job implementing CHAMPs consistently and the Assistant Principals have been very fair and consistent with discipline. The RtI behavior process is working to identify and provide support to students.

Attendance rates have improved slightly over the last 3-5 years. Tardies have drastically decreased this year, but they continue to be a concern, and the Administrators are looking for

# Perceptions

## Perceptions Summary

Staff and student climate is good. Students appreciate the school and know that teachers have their back. Staff would describe the school as safe where we take care of each other and make kids better. A safe place where teachers and admin care about students. Students enjoy the extracurriculars. The staff is like a family and support each other. Students and staff

**Problem Statement 1:** PLC time was not focused enough on the four questions of the PLC.

**Root Cause 1:** PLC did not meet daily and did not regularly develop plans for how to address gaps in students learning.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** 41% of students had limited growth on the 2023 Math STAAR test.

**Root Cause 2:** The level of rigor of the instruction was not aligned with the learning expectations and the assessment.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 35% of students had limited growth on the 2023 reading STAAR test.

**Root Cause 3:** The level of rigor of the instruction was not aligned with the learning expectations and the assessment.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** The at risk students have a low passing rate on STAAR assessments.

**Root Cause 4:** The mobility rate and attendance issues cause loss of instruction for many at risk students.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Students do not think it matters if they pass the STAAR test.

**Root Cause 5:** Passing the middle school STAAR assessments is not needed for promotion to the next grade level.

**Problem Statement 5 Areas:** Perceptions





**Strategy 2 Details**

**Reviews**

**Strategy 2:** Support teachers in the implementation of data informed and responsive teaching.

**Actions:** a) Teachers will be trained on the personalized learning framework for all campus leaders and in } ng.

**Strategy 4 Details**

**Reviews**

**Strategy 4:** Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students.

**Actions:** a) Utilize Star 360 Renaissance assessment for progress monitoring and intervention services to decrease learning gaps and increase student performance.



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

Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

**HB3 Goal**

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

<b>Strategy 1 Details</b>	<b>Reviews</b>
<p><b>Strategy 1:</b> Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth.</p>	

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use the district continuous improvement process to develop mission statements, smart goals, the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p><b>Actions:</b> a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support.  b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation.  c) Highlight campus examples of the PDSA process, goal setting and digital data folders during campus walk debriefs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Coach, MTSS Interventionist</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Work with community and business partners to assist in providing support to students and families.</p> <p><b>Actions:</b> a) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff.</p>				

Administrators, Academic Coach

Intervention







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



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

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

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

**Evaluation Data Sources:** Annual report of worker's compensation claims

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Implement district program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Require staff to review district plan and related department plans through the Safe Schools platform. b) Perform campus/building safety audits, ,</p>	

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement the literacy plan with a focus on responsive teaching and continuous improvement.
1	1	2	Support teachers in the implementation of data informed and responsive teaching.
1	1	4	Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students.

## Budget for North Oaks Middle School

\$0.00

7.832

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## Personnel for North Oaks Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bessie Witten Hayley	Intervention Lab EA	1
Carmen Rosalez	ESL Teacher	0.5
Corayma Alvarado	Intervention Lab EA	1
Dawn Domasig	Reading Intervention	1
Emma Brown	Teacher MS	0.333
Holly Hoskins	Teacher MS	0.333
James Snider	Teacher MS	0.333
Lisa Bradley	Student Assistance Counselor	1
Matthew Chance	Teacher MS	0.333
Mohni Dadlani-Nelson	ESL EA	1
Zoey Retana	Intervention Lab EA	1



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

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.



## **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 Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of parents, teachers and administrators.

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable

- December 15- Winter Festival
- March Discover Birdville Event at Birdville High School



<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ali Shue	Math Intervention	Title I	.5
Jaye Antwine	Instructional Coach	Title II	1.0
Jessica Shirley	CSR Teacher	Title I	.5

**199 - General Funds: SCE**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Academic Instructional Coaches		\$0.00
1	1	4			

**ESSER**

**Goal**

**Objective**