

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



Mission Statement

North Richland Middle School is committed to building a foundation of excellence in all students by fostering academic, social, and emotional success today, in order to create their future.

Vision

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

Core Beliefs

1. We create an environment where students and parents feel cared about, valued, welcome, and have a sense of belonging.
2. We teach students to take risks, to be comfortable with the prospect of failure, to learn from their mistakes, and to not be discouraged by them.
3. We embrace new challenges as opportunities for growth.
4. We build strong relationships to foster social, emotional, and academic growth.
5. We treat all students with respect, regardless of race, religion, sexual orientation, disability, or economic status.
6. We achieve academic potential through a shared culture of good citizenship and the ongoing pursuit of excellence.
7. We model and teach respect, acceptance, cooperation, empathy, and kindness.
8. We show excitement and knowledge about the learning process.

9. We show pride and ownership of our campus.
10. We are empowered to create unique, memorable, and personal experiences to encourage parent involvement and student success.
11. We own and immediately resolve problems and model self-accountability by being solution-seekers, not problem-finders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Richland Middle School serves: Total 916

Based on 2024 data:

males 475
females 441
Hispanics 400
American Indian/Alaskan 5
Asian 42
African American 103
Hawaiian/Pacific Islander 3
White 333
Two or More Races 26

Identified Students:

Title I
Special Education 79
GT 87
Career and Tech 288
LEP 197
Migrant
EconDis 609
At-Risk 434
Immigrant
Transfer Students

Demographics

Demographics Summary

North Richland Middle School serves a diverse student population of 896 students, with 51% male and 49% female. The largest ethnic group is Hispanic-Latino, representing 46% of the student body, followed by White students at 32%, and Black or African American students at 14%. Approximately 26% of students are classified as Emergent Bilinguals, and 68% of the students are economically disadvantaged. Key student programs include Special Education, which serves 15% of the population, and Section 504, supporting 12%. The school is fully Title I, serving a high percentage of at-risk students (64%).

Demographics Strengths

North Richland Middle School boasts a vibrant and diverse cultural community, enriching the learning environment for all students. Teachers effectively use a variety of strategies tailored to support the diverse demographic makeup of the school, ensuring that each student's unique background is recognized and valued in the classroom. Additionally, both staff and students promote a culture of acceptance and inclusivity, creating a welcoming atmosphere where diversity is celebrated and embraced.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Problem Statement 2 (Prioritized): EB performance in all areas are scoring lower than non EB students. **Root Cause:** We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.

Student Learning

Student Learning Summary

Data projections indicate that North Richland MS will receive a D rating in Domain 1 (state accountability) for the 2023-2024 school year with an average of 69% passing rate. In the 2023-2024 school year we added 20 new staff members with the majority of new teachers being alternatively certified. We worked throughout the year to grow teachers in understanding of creating engaging lessons. We continued to grow staff in Tier 1 priorities with collaboration between teachers and Facilitators, focus on implementation of Literacy Strategies, Response to Intervention (RtI) through math, reading and Limited English Proficiency (LEP) interventionist, use of backwards design for common assessments, intensive data discussions with a focus on EB and Sped populations, a focus on Culturally Responsive Teaching to target intentional instruction to support all learners, implementation of STEM (Science, Technology, Engineering and Math) curriculum in Math and Science, professional learning communities (PLC) collaboration of Tier 1 priorities to increase rigor, relevance and engagement, Tier 2 and 3 intervention with small group instruction and STMath for tutorial sessions within and outside of the school day to enrich and remediate all students. Students scored as follows:

	Approaches	Meets	Masters
Reading	71%	45%	17%
Math	58%	29%	8%
Science	67%	37%	14%
Social Studies	47%	18%	10%

Student Learning Strengths

North Richland Middle School shows strengths in student performance across multiple subjects. In Reading/Language Arts, a significant portion of students achieved the Approaches Grade Level standard or higher, with growth evident across many student groups. White and Asian students demonstrated particularly strong performance. Math results reflect progress, with many students meeting the Approaches standard, and notable achievement among Asian students. Science also demonstrates solid results, indicating the school’s commitment to academic growth across core content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students have not shown mastery to level of like campuses. **Root Cause:** High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.

Problem Statement 2 (Prioritized): Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

School Processes & Programs

School Processes & Programs Summary

- NRMS daily schedule consists of 8 classes, with over 45 minutes in each class period. Mathematics is double blocked allowing two class periods. This provides one session for instruction and another for intervention. Sixth and seventh grade English Language Arts follow the blocked schedule like Mathematics.
- All NRMS teachers offer tutorials to students, with at least one morning tutorial session and one afternoon tutorial session to accommodate students needs.
- Teachers utilize PLC to plan using the Planning for Learning Protocols to align teaching to the rigor of the TEKS (Texas Essential Knowledge and Skills), CBA's (Common Based Assessment), Interim Assessments and STAAR (State of Texas Assessments of Academic Readiness) with a focus on backwards design of assessments to ensure alignment of taught and tested curriculum.
- CBA's and Interim Assessments are used to measure students growth on curriculum and are analyzed using district CBA protocols.
- Instructional Coherency Documents outline expectations for core content classrooms.
- Departments implement grade-level and team SMART (specific, measurable, achievable, relevant and time bound) goals to monitor students progress throughout the year. Goals are shared with students and monitored on a six-weeks basis as part of the PDSA (Plan-Do-Study-Act) protocols.
- RtI is implemented through small group instruction during one period of the math block and through Reading Intervention Classes.
- A focus on the district and campus professional learning in literacy development through the campus wide implementation of Literacy strategies in all contents and a focus on Read, Write, Think and Discuss.
- The campus professional learning focuses on the continued implementation of continuous improvement process and tools, including a PDSA board, posting of mission statements and use of student data folders.
- The campus implementation of STEM curriculum through Science and Math classes through the use of PBL's to increase the rigor and relevance.
- Specialized programs for special education students. PASS (Positive Approach to Student Success) is designed to serve students whose behaviors impede their learning or the learning of others. SEEC (Structured Environment to Enhance Communication) program is an early intervention environment designed to meet the need of K-8 grades students who have multiple learning and language barriers.
- Staff is recruited through job fairs, local universities and staff recommendations.
- Our campus has a number of resources available to teachers. Classrooms are equipped with one computer and projector for teacher use and document cameras are available for use. All classrooms are 1 to 1 student to device usage.
- Classrooms are equipped with Clear Touch interactive panels and 21 Smartboards throughout the campus.
- Teachers have personal laptops for their use.

School Processes & Programs Strengths

- Teachers utilize the instructional time to the fullest by teaching bell to bell and not holding students back from another class period.
- PLC's are functioning. The focus on collaboration and use of district and campus protocols for analyzing assessments and instruction.
- Common Assessments results are used to guide future instruction and adjust current instruction. They are used for remediation and intervention of students to close gaps in learning.
- Common assessment data utilized through AWARE is used to evaluate the alignment of the taught and tested curriculum and provide appropriate interventions to support students.
- CBA assessment protocols are completed for data analysis of instructional implications.
- SMART goals are monitored each six weeks to allow teachers to reflect on their goals and ensure they are moving towards the goal.
- NRMS teachers are attending professional development offered through the district in support of literacy strategies, continuous improvement, lesson planning system, technology resources and instructional best practices.
- NRMS teachers are utilizing Canvas to support all learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause:** The implementation of MTSS has lacked consistency and fidelity in the past.

Problem Statement 2 (Prioritized): Students are not attending school at required levels. **Root Cause:** Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.

Problem Statement 3 (Prioritized): Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Perceptions

Perceptions Summary

- Campus communication is offered in several languages to accommodate families that do not speak English as their first language.
- Students have a wide variety of academic and extra-curricular activities available at NRMS.
- Character Strong curriculum is supported through Falcon Way. Students also participate in Community Service activities throughout the year.
- Bullying is documented and investigated through the district protocols, including cyber-bullying, bullying and harassment. Campus administrators meet with victims of bullying and their perpetrators to resolve the students issues.
- Discipline data shows an improvement in student incidents. Most of the referrals represent a small percentage of students making up most of the referrals. The typical referral was a classroom disruption that negatively affected classroom instruction. Physical altercations decreased due to working with the school resource officer (SRO) to offer significant consequences for students and worked with students through mediation.
- Campus Mission Statements and Core Belief statements are evaluated each year to continue to focus on who we are as a campus.
- HOPE Squad is now in its third year and students are utilizing each other and staff members for support.
- NRMS Spirit Club has been implemented this year to focus on student organized school spirit.

Perceptions Strengths

At North Richland Middle School, campus communication is offered in multiple languages to support non-English speaking families, and students benefit from a wide range of academic and extracurricular activities. The Character Strong curriculum, supported by the Falcon Way and community service initiatives, fosters a positive campus culture. Recent discipline data indicates improvements, with a decrease in physical altercations and a focus on resolving issues through mediation. Staff perception has improved, campus culture is emerging, and students report feeling safe at school. The implementation of the HOPE Squad and NRMS Spirit Club further enhances student support and school spirit.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. **Root Cause:** Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

Problem Statement 2: Campus culture is improving with staff, however, we need to engage the community to create a positive culture and positive relationships with external organizations and stakeholders. **Root Cause:** The lack of community engagement and the rebuilding of positive relationships at the school stem from staff turnover and the disbandment of the PTA, which possibly led to loss of support from external organizations and diminished support from the community.

Priority Problem Statements

Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year.

Root Cause 1: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: EB performance in all areas are scoring lower than non EB students.

Root Cause 2: We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning.

Root Cause 3: The implementation of MTSS has lacked consistency and fidelity in the past.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students are not attending school at required levels.

Root Cause 4: Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed.

Root Cause 5: Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our students have not shown mastery to level of like campuses.

Root Cause 6: High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Campus department and/or faculty meeting discussions and data

Goals

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



Performance Objective 1: Improve performance in Domain 3 Closing the Gaps by making a year's growth on Renaissance Star reading and mathematics which would in turn increase the number of students performing at the "meet" or "master" level as measured by the spring 2025 STAAR assessments.





The All Students group will score 47% on "Meets" for the 2025 STAAR Reading Assessment.

The All Students group will score 35% on "Meets" for the 2025 STAAR Math Assessment.

High Priority

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and State Interim Assessments for EOC tested subjects Alignment to Strategic Plan,

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity of campus staff to implement the District curriculum and Tier 1 Strategies .</p> <p>Actions: a) Oversee the implementation of Tier 1 strategies and the campus coherency documents. b) Utilize campus facilitators to provide professional learning for Tier 1 and campus strategies. c) Use walk through data to provide feedback and support teachers on the use of Tier 1 and campus strategies in the classroom. d) Implement strategies from Suzie Pepper Rollins Learning in the Fast Lane to improve vocabulary usage. e) Assist teachers with collecting data and using it to develop lessons and target instruction. f) Implement Fundamental 5 by Sean Cain g) Arrange opportunities for teachers to observe classrooms h) Implement strategies and routines from Nancy Motley's Talk Read Talk Write to improve critical thinking through student discourse. I) Utilize district curriculum coordinators, multilingual services and the DLS team monthly to provide professional learning and collaboration to enhance our Tier 1 instructional practices.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team Facilitators Department Heads</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3</p> <p>Funding Sources: Instructional Facilitator - 255 - Title II - \$78,710, Instructional Facilitator - 211 - Title I - \$84,309</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Develop a system for teachers to routinely observe and reflect on best teaching strategies. Actions: A) Create Observation Protocols B) Provide Training and Support C) Implement a Schedule and Rotations D) Facilitate Observation Sessions E) Encourage Peer Feedback and Collaboration F) Promote Reflection and Action Planning Staff Responsible for Monitoring: Administrative Leadership Team Facilitators Department Heads Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide training on data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching. Actions: a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process. b) Use Campus Protocol and walk throughs that are specific to instruction and program implementation for the purpose of improving student performance. c) Conduct training on using data from multiple assessments (Unit Test, Star Renaissance, and Interims) to inform instruction and document student growth. d) Support teacher training on the implementation of tier-one priorities. f) Continue to train and require the regular use of continuous improvement processes in the classroom. g) Collect, analyze and use data to monitor student progress for the purpose of closing achievement gaps and responding to the individual needs of students to ensure all students make expected growth . h) Implement and conduct the district Lesson Refinement and After-Action Protocols in PLC to inform instruction and responsive teaching. Staff Responsible for Monitoring: Facilitators, Administration, TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 3		Formative			Summative
		Nov	Jan	Mar	June
					



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Problem Statement 2: EB performance in all areas are scoring lower than non EB students. **Root Cause:** We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.

Student Learning

Problem Statement 1: Our students have not shown mastery to level of like campuses. **Root Cause:** High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.

Problem Statement 2: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

School Processes & Programs

Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause:** The implementation of MTSS has lacked consistency and fidelity in the past.





Problem Statement 3: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.






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

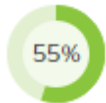







Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by state and district assessments.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize district resources to close gap in student performance on STAAR Social Studies to achieve the campus goal of 22% at MEETS on all campus, district and state assessments.</p> <p>Actions: A) Utilize classroom observations, feedback, and resources from Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. B) Collaborate with district content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. C) Provide Social Studies teachers with training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. D) Monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. E) Train and implement the Nancy Motley's Talk Read Talk Write routines and strategies to increase student critical thinking and discourse.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Facilitator, Social Studies Coordinator</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that students learn course content by providing a schoolwork recovery program for academic achievement.</p> <p>Actions: a) Train Staff b) Recruit staff members c) Create spreadsheet to provide communication to staff, families, and students. d) Create a resource center e) Communicate with students and parents of missing work and time and date for recovery. f) Analyze progress.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs. Actions: A) Standardize processes for making decisions regarding programming, assessment, supports and accommodations for all students receiving specialized services B) Provide necessary resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student need C) Provide training to general education teachers to support the learning of students receiving specialized services D) Provide information to staff, parents and community about specialized programs Staff Responsible for Monitoring: Administrative Leadership Team, EB Coach, Content Coordinators, SPED Coordinator Title I: 2.4, 4.2 Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 3 Funding Sources: Professional Development - 211 - Title I - \$689		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Utilize resources to provide personnel, technology and instructional materials in order to close achievement gaps in core content areas. Actions: A) Hire necessary staff to meet HB4545 and RtI of all students B) Provide instructional materials for staff as needed. Assess effectiveness of use. C) Train staff in software used for programming and monitor student progress. Staff Responsible for Monitoring: Administrative Leadership Team Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Tutoring - 211 - Title I - \$2,120, SCE Campus Personnel - 199 - General Funds: SCE - \$294,277		Formative			Summative
		Nov	Jan	Mar	June
					



Strategy 5 Details	Reviews			
Strategy 5: Enlist community and business partners to assist in providing support to students and families Actions: A) Collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. B) Identify and communicate the needs of the student population and their families with community partners C) Design and implement a Family and Parent Engagement Policy D) Host a Title 1 Meeting E) Develop and give a campus parent survey Staff Responsible for Monitoring: Administration Leadership Team Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Implementation of STEM inquiry and PBL through science classrooms to ensure 41% of NRMS science students meet grade level expectations on all campus, district and state assessments. Actions: A) Ensure all math and science teachers are STEM certified. B) Develop PLC with department heads and facilitators to provide support on areas of need based on data and the district PLC rubric. C) Provide coaching on Tier 1 priorities for teachers. D) Utilize the district Tier 1 rubric to calibrate teacher's implementation of domains within instruction through walk through data. E) Collaborate with district content coordinator to provide the science PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. F) Train and support implementation of Nancy Motley's Talk Read Talk Write routines and strategies to increase student critical thinking and discourse in the classroom. Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, Admin Instructional Facilitators), Math and Science Teachers, Content Coordinators Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year. Root Cause: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.</p> <p>Problem Statement 2: EB performance in all areas are scoring lower than non EB students. Root Cause: We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.</p>
Student Learning
<p>Problem Statement 1: Our students have not shown mastery to level of like campuses. Root Cause: High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.</p> <p>Problem Statement 2: Special Education students performed much lower than the overall campus score for the 2024 school year. Root Cause: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.</p>
School Processes & Programs
<p>Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. Root Cause: The implementation of MTSS has lacked consistency and fidelity in the past.</p> <p>Problem Statement 3: Special Education students performed much lower than the overall campus score for the 2024 school year. Root Cause: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.</p>

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

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure at-risk students remain engaged in school.</p> <p>Actions: A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within four years. B) Continue developing PBIS store and look for moving Falcon Funds to online format. C) Utilize Tier 3 Behavior Team to develop a plan for student success. D) Campus Counselor will meet with Tier 2 and 3 students who need support for social and emotional needs. E) Provide opportunities to prepare for postsecondary possibilities through college visits. I) Establish a Ron Clark "House System" to help increase student sense of ownership on the campus. J) Establish a book study leadership team with the focus on growth mindset; Annie Brock's Growth Mindset Coach to help teachers implement growth mindset practices and lessons for their classroom. K) Train teachers on De-escalation strategies through the research based strategies by Dr. Ruby Payne's Emotional Poverty and Slocumb's Boy's in Crisis. L) Create a Doug Lemov's Teach Like a Champion playlist for teachers to reference throughout the year. M) Train teachers on the TLC playlist strategies during monthly faculty meetings and PLCs.</p> <p>Staff Responsible for Monitoring: Administrative Leadership Team, Teachers, Facilitators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Implement programs and create conditions and expectations for students to be involved in co-curricular and extra curricular activities Actions: A) Coordinate co and extra curricular activities along with community activities B) Review data of extra curricular enrollment to determine effectiveness of program C) Review participation of community activities D) Survey students to identify needs and interest for after school activities. E) Develop leadership and leadership skills across the campus to improve students social and emotional wellness F) Provide technology for students to pursue their interest and increase their learning opportunities G) Establish a Spirit Club for students to participate. Staff Responsible for Monitoring: Administrative Leadership Team, Teacher Sponsors Title I: 4.1 Problem Statements: Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
					







 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. Root Cause: Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

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

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
Strategy 1: Implement and monitor Behavior RtI process Actions: A) Implement the campus behavior RtI process b) Train staff on Behavior RtI process C) Align campus discipline with PBIS team suggestions D) Implement Campus wide Restorative Discipline plan. E) Train staff in Restorative Practices and Conscious Discipline. F) Monitor students assigned to DAEP and return to campus. G) Develop leadership class for Tier 3 students to learn appropriate school behaviors. H) Train staff in STOIC and CHAMPS strategies. I) Maintain campus store for students to purchase items using Falcon Funds. Staff Responsible for Monitoring: Administrative Leadership Team, Classroom Teachers Title I: 2.4 Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 3	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year. Root Cause: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.
Problem Statement 2: EB performance in all areas are scoring lower than non EB students. Root Cause: We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.

Student Learning

Problem Statement 2: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

School Processes & Programs







Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause:** The implementation of MTSS has lacked consistency and fidelity in the past.

Problem Statement 3: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

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

Evaluation Data Sources: Focus, report cards







Strategy 1 Details	Reviews			
Strategy 1: Increase student and staff attendance Actions: A) Ensure that our campus designs and implements improvement plan strategies to increase student attendance. B) Ensure that our campus designs and implements improvement plan strategies to increase staff attendance. C) Utilize resources to reward students for increased attendance to raise attendance to 96% D) Utilize resources to increase staff morale to increase staff attendance. E) Administration will utilize Project Education to track, monitor and address attendance issues. Staff Responsible for Monitoring: Administrative Leadership Team Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Students are not attending school at required levels. Root Cause: Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.







Strategy 1 Details	Reviews			
Strategy 1: Campus Continuous Improvement Actions: A) Expand continuous improvement implementation to include additional elements and tools. B) Utilize PLC to provide professional development on continuous improvement in the classroom through Department Heads. C) Monitor implementation of Continuous Improvement implementation in the classrooms. D) Align PGSLO for teachers with continuous improvement. E) Use PDSA to evaluate campus programs F) Monitor PDSA through intentional data walks and meetings with Admin to monitor growth on reassessment of needed content. G) Implement teacher data binders to track student accomodations and monitor student progress/growth. Staff Responsible for Monitoring: Administrative Leadership Team, Content Coordinators, Department Chairs Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. Root Cause: The implementation of MTSS has lacked consistency and fidelity in the past.

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

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.







Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collect perception data from students on safety at school. Actions: A) Collect data from students on school safety B) Analyze data to identify areas of improvement C) Implement strategies to address areas of need such as arrival, passing periods and dismissal. D) Communicate safety drill expectations to all students E) Participate in monthly safety drills Staff Responsible for Monitoring: Administrative Leadership Team Problem Statements: Perceptions 1				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. Root Cause: Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

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

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

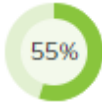





Strategy 1 Details		Reviews			
Strategy 1: Review district data about safety Actions: A) Complete safety training as provided by district B) Complete monthly safety walks of campus C) Utilize data from safety walks and safety audits to make improvements Staff Responsible for Monitoring: Assistant Principal Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. Root Cause: The implementation of MTSS has lacked consistency and fidelity in the past.

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

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details		Reviews			
Strategy 1: Utilize CIP to focus campus improvement with students and staff Actions: 1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members. 2. Monitor growth towards meeting safety goals and academic growth. Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, admin, and Academic Coach) Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 1 Funding Sources: Family Engagement - 211 - Title I - \$880		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. Root Cause: The implementation of MTSS has lacked consistency and fidelity in the past.

State Compensatory

Budget for North Richland Middle School

Total SCE Funds: \$294,277.00

Total FTEs Funded by SCE: 3.65

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for North Richland Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mirtha Brown	Teacher	1
Sandra Orta	Student Assistance Counselor	1
Sherry Grosenbach	Reading Intervention	0.65
Yannis Espino	Educational Assistant	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents: Allyson Duncan
Community Members: Mindi Ramirez and Natasha Havrda
Teachers: Andrew Wilson, Ashley Robb, Molly Woodruff, Ashley Cousins
Administrators: Sherri Gamble Blythe Smith Justin Mathews Travis Kidd

Parents:
Allyson Duncan
Other Campus and District Staff:
Savannah Hegar
Britney Chapple
Leslie Detrick
Stacey Edwards
Dustin Henderson

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, 68% 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

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:

- Tier 1 Priorities
- Restorative Practices
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorial

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 recognitions, 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

Parents:
Allyson Duncan
Community Members:
Mindi Ramirez and Natasha Havrda
Teachers:
Andrew Wilson, Ashley Robb, Molly Woodruff, Ashley Cousins

Parents:
Allyson Duncan
Administrators:
Sherri Gamble
Justin Mathews
Blythe Smtih
Travis Kidd
Other Campus and District Staff:
[LIST NAMES]

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. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents’ work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event at WG Thomas Coliseum
- September Meet the Teacher Night on campus
- September Title I Meeting on campus
- October Fall Haul on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

5.1: Determine which students will be served by following local policy

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aubrey Steinbeck	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	SCE Campus Personnel		\$294,277.00
Sub-Total					\$294,277.00
Budgeted Fund Source Amount					\$294,277.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Facilitator		\$84,309.00
1	2	3	Professional Development		\$689.00
1	2	4	Tutoring		\$2,120.00
3	3	1	Family Engagement		\$880.00
Sub-Total					\$87,998.00
Budgeted Fund Source Amount					\$87,998.00
+/- Difference					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Facilitator		\$78,710.00
Sub-Total					\$78,710.00
Budgeted Fund Source Amount					\$78,710.00
+/- Difference					\$0.00
Grand Total Budgeted					\$460,985.00
Grand Total Spent					\$460,985.00
+/- Difference					\$0.00

Addendums



NORTH RICHLAND MIDDLE SCHOOL TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Pursuant to the Every Student Succeeds Act, Birdville Independent School District will:

1. Engage parents and families of participating children in a meaningful consultation to plan and implement programs, activities, and procedures for the involvement of parents in Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to, parents and families of participating children North Richland Middle School's written parent and family engagement policy.
3. Provide coordination, technical assistance, and other support for Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
4. Assist parents of children served by Title I, Part A schools in understanding such topics as state academic standards and assessments, how to monitor a child's progress, and how to work with educators to improve their children's achievement.
5. Provide materials and training to help parents work with their children to improve achievement at Title I, Part A schools.
6. With the assistance of parents, educate teachers, school leaders, and other personnel at Title I, Part A schools in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
7. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs that encourage and support parents at Title I, Part A schools.
8. Ensure that information related to Title I, Part A School and parent programs, meetings, and other activities are provided in a understandable and uniform format and in a language that parents can understand, to the extent practicable.
9. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the NRMS parent and family engagement policy in improving the academic quality of Title I, Part A schools. NRMS will use the findings to design strategies for more effective parent and family engagement and to revise, if necessary, its parent and family engagement policies.

Statement of Purpose

The purpose of the North Richland MS Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. NRMS has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per Section 1116 of Public Law 114-95, the district will support its campuses in their efforts to build capacities of the school staffs, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

The original policy was drafted by the NRMS Parent Advisory Council (BPAC), presented to a representative group of parents, edited, made available to all parents for further review and comment, and finalized with consideration of additional input from parents. Each year, the policy content and opportunities for parent involvement is evaluated and revised as needed.

Goals

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

Annual meeting

Each Title I, Part A campus will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. NRMS will support the efforts of Title I, Part A schools by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. These same district resources will be available to campuses to support a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

Parents' Right to Know

Each Title I, Part A campus will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Through the district's parent liaisons and staff, NRMS will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

To foster better collaboration with parents, NRMS will also provide the following services:

- Staff training regarding contributions parents make to their children's education
- Communication tools and templates for promoting activities and services offered at Title I, Part A schools
- Other support as needed to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities

School-Parent Compacts

Each Title I, Part A campus will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the Title I, Part A school and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Among others, each Title I, Part A school has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, NRMS will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent

participation. Based on this input and through a collaborative consultation process, the district and each Title I, Part A campus will review the existing family engagement policy and make revisions as necessary.



ESCUELA DE NORTH RICHLAND MIDDLE

TÍTULO I, PARTE A POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS

De conformidad con la Ley de éxito de todos los estudiantes, el Distrito Escolar Independiente de Birdville:

1. Involucrar a los padres y las familias de los niños participantes en una consulta significativa para planificar e implementar programas, actividades y procedimientos para la participación de los padres en las escuelas de Título I, Parte A.
2. Desarrollar conjuntamente, acordar y distribuir a los padres y familias de los niños participantes la política escrita de participación de padres y familias de Birdville ISD. Esta política se incorporará en el plan del distrito para el Título I, Parte A.
3. Proporcionar coordinación, asistencia técnica y otro tipo de apoyo a las escuelas de Título I, Parte A, en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar.
4. Ayudar a los padres de los niños atendidos por las escuelas Título I, Parte A a comprender temas como los estándares académicos estatales y las evaluaciones, cómo monitorear el progreso de un niño y cómo trabajar con educadores para mejorar el rendimiento de sus hijos.
5. Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento en las escuelas Título I, Parte A.
6. Con la ayuda de los padres, educar a los maestros, líderes escolares y otro personal de las escuelas Título I, Parte A, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo comunicarse, comunicarse con los padres y trabajar con ellos como iguales. socios, implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
7. Coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales que alientan y apoyan a los padres en las escuelas Título I, Parte A.
8. Asegúrese de que la información relacionada con el Título I, Parte A, la escuela y los programas para padres, reuniones y otras actividades se proporcionen en un formato comprensible y uniforme y en un idioma que los padres puedan entender, en la medida de lo posible.
9. Llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la efectividad de la política de participación de los padres y la familia de Birdville ISD para mejorar la calidad académica de las escuelas Título I, Parte A. Birdville ISD utilizará los resultados para diseñar estrategias para una participación más efectiva de los padres y la familia y para revisar, si es necesario, sus políticas de participación de los padres y la familia

Declaración de propósito

El propósito de la Política de Participación de Padres y Familias de Birdville ISD es promover una asociación de trabajo altamente efectiva entre las familias y el personal. Birdville ISD ha adoptado la política para garantizar que brindemos a los padres y familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de sus hijos. Además, según la Sección 1116 de la Ley Pública 114-95, el distrito apoyará a sus escuelas universitarias en sus esfuerzos por desarrollar las capacidades del personal escolar, así como las capacidades de los padres, las familias y los miembros de la comunidad, para trabajar juntos como socios iguales para tener éxito en mejorar el rendimiento para todos los estudiantes.

La política original fue redactada por el Consejo Consultivo de Padres de Birdville ISD (BPAC), presentada a un grupo representativo de padres, editada, disponible para todos los padres para una revisión y comentarios adicionales, y finalizado con consideración de aportes adicionales de los padres. Cada año, el contenido de la política y las oportunidades para la participación de los padres se evalúan y revisan según sea necesario.

Metas

- Las escuelas promueven la comunicación regular y bidireccional entre el hogar y la escuela
- Los padres, las familias, los educadores y los miembros de la comunidad ayudan a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de sus hijos
- Las escuelas proporcionan un ambiente seguro y abierto para que los padres y las familias visiten la escuela a la que asisten sus hijos y alienten activamente el apoyo y la asistencia de los padres y la familia para los programas escolares.
- Las escuelas y el personal desarrollan y entregan información y capacitación oportunas a los padres, incluidas las clases de idiomas
- Las escuelas responden a barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres y las familias que pueden limitar las oportunidades para participar plenamente en la educación de sus hijos
- Los padres y las familias apoyan el aprendizaje de sus hijos en el hogar y en la escuela y sirven como defensores de sus hijos
- Las escuelas difunden información a los padres en todas las notificaciones requeridas del Título 1

Reunión anual

Cada campus de Título I, Parte A celebrará una reunión anual de padres para educar a los padres sobre los fondos del Título I y cómo se utilizará para apoyar el compromiso de los padres y la familia. Birdville ISD apoyará los esfuerzos de las escuelas Título I, Parte A, proporcionando presentaciones en PowerPoint, equipos de traducción simultánea, herramientas de comunicación, traductores, guarderías e impresiones. Estos mismos recursos del distrito estarán disponibles para los campus para apoyar un número flexible de reuniones con los padres durante el año escolar. El objetivo principal de estas reuniones será establecer a los padres como socios iguales en el logro académico de sus hijos.

El derecho de los padres a saber

Cada Título I, Parte A del campus proporcionará a los padres una notificación anual que describe el derecho de los padres a conocer las calificaciones profesionales de los maestros del salón de clases que instruyen a sus hijos, así como a los paraprofesionales que brindan servicios al niño.

Creación de capacidad para asociaciones entre padres y la escuela

A través de los enlaces con los padres y el personal del distrito, Birdville ISD proporcionará los siguientes servicios a los padres:

- Capacitación para los padres para comprender la evaluación estatal y local de los estudiantes y los resultados de la evaluación
- Otras capacitaciones para padres basadas en necesidades y solicitudes identificadas
- Enlaces a recursos de agencias externas, según sea necesario
- Clases de habilidades para padres
- Clases de ESL
- Entrenamiento de ayuda con la tarea
- Servicios de traducción para la tarea.
- Servicios de interpretación para las evaluaciones de ARD, LPAC, PPCD, consejería, evaluaciones psicológicas, conferencias de maestros / directores con los padres en las escuelas de Título I, Parte A, reuniones de distrito, PTA y otros

Para fomentar una mejor colaboración con los padres, Birdville ISD también proporcionará los siguientes servicios a las escuelas y departamentos del distrito:

- Capacitación del personal sobre las contribuciones que los padres hacen a la educación de sus hijos.
- Servicios de traducción escrita a escuelas y departamentos.
- Herramientas y plantillas de comunicación para promover actividades y servicios ofrecidos en las escuelas Título I, Parte A
- Otro apoyo, según sea necesario, para ayudar a las escuelas Título I, Parte A a planificar e implementar actividades efectivas de participación de padres y familias

Pactos entre la escuela y los padres

Cada campus de Título I, Parte A desarrollará y compartirá conjuntamente con los padres un pacto entre la escuela y los padres. El acuerdo entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la escuela Título I, Parte A y sus familias a través de una comunicación regular y significativa. Cada campus realizará una revisión anual de colaboración de su pacto entre la escuela y los padres y hará las revisiones que sean necesarias.

Entre otras, cada escuela Título I, Parte A tiene la responsabilidad de:

- Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
- Utilizar las secciones relevantes del pacto entre la escuela y los padres para guiar las conferencias de padres y maestros
- Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos
- Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades en el aula
- Iniciar y responder a las comunicaciones de los padres.

Las responsabilidades de los padres para apoyar el aprendizaje de sus hijos incluyen:

- Asegurar la asistencia regular.
- Participar en decisiones relacionadas con la educación de sus hijos.
- Supervisar el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
- Completar un formulario de registro de voluntarios en línea y ser voluntario en el campus, siempre que sea práctico
- Iniciación y respuesta a las comunicaciones escolares.

Evaluación de la participación de los padres

Cada primavera, Birdville ISD y cada Título I, Parte A del campus formarán un equipo, que incluye padres, maestros y miembros del personal del Título I, para revisar el contenido y la eficacia de sus políticas y programas de participación familiar. La información de la evaluación se recopilará a través de las encuestas de padres que miden los niveles de participación de la familia al identificar las barreras para la participación de los padres. Sobre la base de esta información ya través de un proceso de consulta colaborativa, el distrito y cada campus de Título I, Parte A revisarán la política de participación familiar existente y realizarán las revisiones según sea necesario.

**North Richland Middle School
Family/School Compact
2019-2020**

The Family/School Compact is a voluntary agreement between students, parents, teachers and the principal at North Richland Middle School. The Compact outlines how students, parents, teachers and the principal will share responsibly in helping the student meet the state and district academic standards.

As a student, I will:

- Participate actively in my own learning.
- Be on time and come to school each day.
- Follow all school rules.
- Come to school with a positive attitude and maintain it throughout the day.
- Respect myself, other students, school staff and property.
- Complete all assigned work and understand it is required and not an option.

Student's Signature

Date

As a parent/guardian, I will:

- Have my child attend school regularly and arrive on time.
- Attend called parent/teacher conferences and openly communicate the needs of my child.
- Check my child's grades via Skyward on-line weekly. <https://schools.birdvilleschools.net/bisd>.
Use of public library or school library computers are available.
- Expect my child to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and partner in my child's education.

Parent/Guardian Signature

Date

As a Teacher, I will:

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Create a learning environment that will help develop responsible, caring, and independent students.

North Richland Middle School Teachers

Teacher's Signature

5-13-19

Date

As a principal, I will

- Provide an environment that allows for positive communication between the student, parent and school staff.
- Support this form of student, parent, and school staff involvement.

Principal's Signature

Date

North Richland Middle School
Contrato entre Familia/Escuela
2018-2019

Este Contrato entre Familia/Escuela es un acuerdo voluntario entre estudiantes, padres, maestros y el/la directora(a) de North Richland Middle School. El contrato describe como los estudiantes, padres, maestros y el/la director(a) compartirían la responsabilidad de ayudar el/la estudiante para lograr los estándares académicos en el estado y también el distrito.

Como estudiante, yo voy a:

- Participar activamente en mi propio aprendizaje.
- Asistir escuela y llegar a tiempo a la escuela cada día.
- Seguir todas las reglas de escuela.
- Venir a escuela con una actitud positiva y mantenerla por el día entero.
- Mostrar respeto a mi mismo, a otros estudiantes, a los maestros y a la propiedad de escuela.
- Completar todo el trabajo asignado y entender que es requerido y no una opción personal.

Firma de Estudiante

Fecha

Como padre/madre/guardia, yo voy a:

- Asegurar que mi hijo/a está asistiendo escuela regularmente y que llega a tiempo.
- Asistir a conferencias de padre/maestro si sean llamadas y comunicar libremente de lo que se necesita mi hijo/a para tener éxito.
- Chequear semanalmente, las calificaciones de mi hijo/a en el sistema on-line Skyward
Se puede usar computadoras en la escuela si es necesario <https://schools.birdvilleschools.net/bisd>
- Mandar a mi hijo/a que sea disciplinado, que tienen autocontrol y que muestra respeto siempre.
- Establecer tiempo para tarea, repasarla regularmente y juntar en la educación de mi hijo/a.

Firma de Padre/Madre/Guardia

Fecha

Como maestros, nosotros vamos a:

- Mantener expectativas altas para éxito académico y comportamiento positivo.
- Aceptar el desafío de ayudar todos los estudiantes en tener éxito.
- Respetar estudiantes, padres y miembros de la comunidad como compañeros iguales en el proceso educacional.
- Mantener una línea abierta de comunicación entre la escuela y casa.
- Crear un ambiente de aprendizaje que ayudaría desarrollar estudiantes responsables, cariñosos, e independientes.

North Richland Middle School Teachers

Firma de maestro

5-21-18

Fecha

Como Director(a) yo voy a:

- Proveer un ambiente que permite para comunicación positive entre estudiante, padre y empleados de la escuela.
- Apoyar esta manera de involucramiento del estudiante, padres y empleados de la escuela.

Firma de Director(a)

Fecha



NORTH RICHLAND MIDDLE SCHOOL TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Pursuant to the Every Student Succeeds Act, Birdville Independent School District will:

1. Engage parents and families of participating children in a meaningful consultation to plan and implement programs, activities, and procedures for the involvement of parents in Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to, parents and families of participating children North Richland Middle School's written parent and family engagement policy.
3. Provide coordination, technical assistance, and other support for Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
4. Assist parents of children served by Title I, Part A schools in understanding such topics as state academic standards and assessments, how to monitor a child's progress, and how to work with educators to improve their children's achievement.
5. Provide materials and training to help parents work with their children to improve achievement at Title I, Part A schools.
6. With the assistance of parents, educate teachers, school leaders, and other personnel at Title I, Part A schools in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
7. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs that encourage and support parents at Title I, Part A schools.
8. Ensure that information related to Title I, Part A School and parent programs, meetings, and other activities are provided in a understandable and uniform format and in a language that parents can understand, to the extent practicable.
9. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the NRMS parent and family engagement policy in improving the academic quality of Title I, Part A schools. NRMS will use the findings to design strategies for more effective parent and family engagement and to revise, if necessary, its parent and family engagement policies.

Statement of Purpose

The purpose of the North Richland MS Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. NRMS has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per Section 1116 of Public Law 114-95, the district will support its campuses in their efforts to build capacities of the school staffs, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

The original policy was drafted by the NRMS Parent Advisory Council (BPAC), presented to a representative group of parents, edited, made available to all parents for further review and comment, and finalized with consideration of additional input from parents. Each year, the policy content and opportunities for parent involvement is evaluated and revised as needed.

Goals

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

Annual meeting

Each Title I, Part A campus will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. NRMS will support the efforts of Title I, Part A schools by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. These same district resources will be available to campuses to support a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

Parents' Right to Know

Each Title I, Part A campus will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Through the district's parent liaisons and staff, NRMS will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

To foster better collaboration with parents, NRMS will also provide the following services:

- Staff training regarding contributions parents make to their children's education
- Communication tools and templates for promoting activities and services offered at Title I, Part A schools
- Other support as needed to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities

School-Parent Compacts

Each Title I, Part A campus will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the Title I, Part A school and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Among others, each Title I, Part A school has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, NRMS will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent

participation. Based on this input and through a collaborative consultation process, the district and each Title I, Part A campus will review the existing family engagement policy and make revisions as necessary.



ESCUELA DE NORTH RICHLAND MIDDLE

TÍTULO I, PARTE A POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS

De conformidad con la Ley de éxito de todos los estudiantes, el Distrito Escolar Independiente de Birdville:

1. Involucrar a los padres y las familias de los niños participantes en una consulta significativa para planificar e implementar programas, actividades y procedimientos para la participación de los padres en las escuelas de Título I, Parte A.
2. Desarrollar conjuntamente, acordar y distribuir a los padres y familias de los niños participantes la política escrita de participación de padres y familias de Birdville ISD. Esta política se incorporará en el plan del distrito para el Título I, Parte A.
3. Proporcionar coordinación, asistencia técnica y otro tipo de apoyo a las escuelas de Título I, Parte A, en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar.
4. Ayudar a los padres de los niños atendidos por las escuelas Título I, Parte A a comprender temas como los estándares académicos estatales y las evaluaciones, cómo monitorear el progreso de un niño y cómo trabajar con educadores para mejorar el rendimiento de sus hijos.
5. Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento en las escuelas Título I, Parte A.
6. Con la ayuda de los padres, educar a los maestros, líderes escolares y otro personal de las escuelas Título I, Parte A, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo comunicarse, comunicarse con los padres y trabajar con ellos como iguales. socios, implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
7. Coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales que alientan y apoyan a los padres en las escuelas Título I, Parte A.
8. Asegúrese de que la información relacionada con el Título I, Parte A, la escuela y los programas para padres, reuniones y otras actividades se proporcionen en un formato comprensible y uniforme y en un idioma que los padres puedan entender, en la medida de lo posible.
9. Llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la efectividad de la política de participación de los padres y la familia de Birdville ISD para mejorar la calidad académica de las escuelas Título I, Parte A. Birdville ISD utilizará los resultados para diseñar estrategias para una participación más efectiva de los padres y la familia y para revisar, si es necesario, sus políticas de participación de los padres y la familia

Declaración de propósito

El propósito de la Política de Participación de Padres y Familias de Birdville ISD es promover una asociación de trabajo altamente efectiva entre las familias y el personal. Birdville ISD ha adoptado la política para garantizar que brindemos a los padres y familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de sus hijos. Además, según la Sección 1116 de la Ley Pública 114-95, el distrito apoyará a sus escuelas universitarias en sus esfuerzos por desarrollar las capacidades del personal escolar, así como las capacidades de los padres, las familias y los miembros de la comunidad, para trabajar juntos como socios iguales para tener éxito en mejorar el rendimiento para todos los estudiantes.

La política original fue redactada por el Consejo Consultivo de Padres de Birdville ISD (BPAC), presentada a un grupo representativo de padres, editada, disponible para todos los padres para una revisión y comentarios adicionales, y finalizado con consideración de aportes adicionales de los padres. Cada año, el contenido de la política y las oportunidades para la participación de los padres se evalúan y revisan según sea necesario.

Metas

- Las escuelas promueven la comunicación regular y bidireccional entre el hogar y la escuela
- Los padres, las familias, los educadores y los miembros de la comunidad ayudan a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de sus hijos
- Las escuelas proporcionan un ambiente seguro y abierto para que los padres y las familias visiten la escuela a la que asisten sus hijos y alienten activamente el apoyo y la asistencia de los padres y la familia para los programas escolares.
- Las escuelas y el personal desarrollan y entregan información y capacitación oportunas a los padres, incluidas las clases de idiomas
- Las escuelas responden a barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres y las familias que pueden limitar las oportunidades para participar plenamente en la educación de sus hijos
- Los padres y las familias apoyan el aprendizaje de sus hijos en el hogar y en la escuela y sirven como defensores de sus hijos
- Las escuelas difunden información a los padres en todas las notificaciones requeridas del Título 1

Reunión anual

Cada campus de Título I, Parte A celebrará una reunión anual de padres para educar a los padres sobre los fondos del Título I y cómo se utilizará para apoyar el compromiso de los padres y la familia. Birdville ISD apoyará los esfuerzos de las escuelas Título I, Parte A, proporcionando presentaciones en PowerPoint, equipos de traducción simultánea, herramientas de comunicación, traductores, guarderías e impresiones. Estos mismos recursos del distrito estarán disponibles para los campus para apoyar un número flexible de reuniones con los padres durante el año escolar. El objetivo principal de estas reuniones será establecer a los padres como socios iguales en el logro académico de sus hijos.

El derecho de los padres a saber

Cada Título I, Parte A del campus proporcionará a los padres una notificación anual que describe el derecho de los padres a conocer las calificaciones profesionales de los maestros del salón de clases que instruyen a sus hijos, así como a los paraprofesionales que brindan servicios al niño.

Creación de capacidad para asociaciones entre padres y la escuela

A través de los enlaces con los padres y el personal del distrito, Birdville ISD proporcionará los siguientes servicios a los padres:

- Capacitación para los padres para comprender la evaluación estatal y local de los estudiantes y los resultados de la evaluación
- Otras capacitaciones para padres basadas en necesidades y solicitudes identificadas
- Enlaces a recursos de agencias externas, según sea necesario
- Clases de habilidades para padres
- Clases de ESL
- Entrenamiento de ayuda con la tarea
- Servicios de traducción para la tarea.
- Servicios de interpretación para las evaluaciones de ARD, LPAC, PPCD, consejería, evaluaciones psicológicas, conferencias de maestros / directores con los padres en las escuelas de Título I, Parte A, reuniones de distrito, PTA y otros

Para fomentar una mejor colaboración con los padres, Birdville ISD también proporcionará los siguientes servicios a las escuelas y departamentos del distrito:

- Capacitación del personal sobre las contribuciones que los padres hacen a la educación de sus hijos.
- Servicios de traducción escrita a escuelas y departamentos.
- Herramientas y plantillas de comunicación para promover actividades y servicios ofrecidos en las escuelas Título I, Parte A
- Otro apoyo, según sea necesario, para ayudar a las escuelas Título I, Parte A a planificar e implementar actividades efectivas de participación de padres y familias

Pactos entre la escuela y los padres

Cada campus de Título I, Parte A desarrollará y compartirá conjuntamente con los padres un pacto entre la escuela y los padres. El acuerdo entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la escuela Título I, Parte A y sus familias a través de una comunicación regular y significativa. Cada campus realizará una revisión anual de colaboración de su pacto entre la escuela y los padres y hará las revisiones que sean necesarias.

Entre otras, cada escuela Título I, Parte A tiene la responsabilidad de:

- Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
- Utilizar las secciones relevantes del pacto entre la escuela y los padres para guiar las conferencias de padres y maestros
- Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos
- Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades en el aula
- Iniciar y responder a las comunicaciones de los padres.

Las responsabilidades de los padres para apoyar el aprendizaje de sus hijos incluyen:

- Asegurar la asistencia regular.
- Participar en decisiones relacionadas con la educación de sus hijos.
- Supervisar el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
- Completar un formulario de registro de voluntarios en línea y ser voluntario en el campus, siempre que sea práctico
- Iniciación y respuesta a las comunicaciones escolares.

Evaluación de la participación de los padres

Cada primavera, Birdville ISD y cada Título I, Parte A del campus formarán un equipo, que incluye padres, maestros y miembros del personal del Título I, para revisar el contenido y la eficacia de sus políticas y programas de participación familiar. La información de la evaluación se recopilará a través de las encuestas de padres que miden los niveles de participación de la familia al identificar las barreras para la participación de los padres. Sobre la base de esta información ya través de un proceso de consulta colaborativa, el distrito y cada campus de Título I, Parte A revisarán la política de participación familiar existente y realizarán las revisiones según sea necesario.

**North Richland Middle School
Family/School Compact
2019-2020**

The Family/School Compact is a voluntary agreement between students, parents, teachers and the principal at North Richland Middle School. The Compact outlines how students, parents, teachers and the principal will share responsibly in helping the student meet the state and district academic standards.

As a student, I will:

- Participate actively in my own learning.
- Be on time and come to school each day.
- Follow all school rules.
- Come to school with a positive attitude and maintain it throughout the day.
- Respect myself, other students, school staff and property.
- Complete all assigned work and understand it is required and not an option.

Student's Signature

Date

As a parent/guardian, I will:

- Have my child attend school regularly and arrive on time.
- Attend called parent/teacher conferences and openly communicate the needs of my child.
- Check my child's grades via Skyward on-line weekly. <https://schools.birdvilleschools.net/bisd>.
Use of public library or school library computers are available.
- Expect my child to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and partner in my child's education.

Parent/Guardian Signature

Date

As a Teacher, I will:

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Create a learning environment that will help develop responsible, caring, and independent students.

North Richland Middle School Teachers

Teacher's Signature

5-13-19

Date

As a principal, I will

- Provide an environment that allows for positive communication between the student, parent and school staff.
- Support this form of student, parent, and school staff involvement.

Principal's Signature

Date

North Richland Middle School
Contrato entre Familia/Escuela
2018-2019

Este Contrato entre Familia/Escuela es un acuerdo voluntario entre estudiantes, padres, maestros y el/la directora(a) de North Richland Middle School. El contrato describe como los estudiantes, padres, maestros y el/la director(a) compartirían la responsabilidad de ayudar el/la estudiante para lograr los estándares académicos en el estado y también el distrito.

Como estudiante, yo voy a:

- Participar activamente en mi propio aprendizaje.
- Asistir escuela y llegar a tiempo a la escuela cada día.
- Seguir todas las reglas de escuela.
- Venir a escuela con una actitud positiva y mantenerla por el día entero.
- Mostrar respeto a mi mismo, a otros estudiantes, a los maestros y a la propiedad de escuela.
- Completar todo el trabajo asignado y entender que es requerido y no una opción personal.

Firma de Estudiante

Fecha

Como padre/madre/guardia, yo voy a:

- Asegurar que mi hijo/a está asistiendo escuela regularmente y que llega a tiempo.
- Asistir a conferencias de padre/maestro si sean llamadas y comunicar libremente de lo que se necesita mi hijo/a para tener éxito.
- Chequear semanalmente, las calificaciones de mi hijo/a en el sistema on-line Skyward
Se puede usar computadoras en la escuela si es necesario <https://schools.birdvilleschools.net/bisd>
- Mandar a mi hijo/a que sea disciplinado, que tienen autocontrol y que muestra respeto siempre.
- Establecer tiempo para tarea, repasarla regularmente y juntar en la educación de mi hijo/a.

Firma de Padre/Madre/Guardia

Fecha

Como maestros, nosotros vamos a:

- Mantener expectativas altas para éxito académico y comportamiento positivo.
- Aceptar el desafío de ayudar todos los estudiantes en tener éxito.
- Respetar estudiantes, padres y miembros de la comunidad como compañeros iguales en el proceso educacional.
- Mantener una línea abierta de comunicación entre la escuela y casa.
- Crear un ambiente de aprendizaje que ayudaría desarrollar estudiantes responsables, cariñosos, e independientes.

North Richland Middle School Teachers

Firma de maestro

5-21-18

Fecha

Como Director(a) yo voy a:

- Proveer un ambiente que permite para comunicación positive entre estudiante, padre y empleados de la escuela.
- Apoyar esta manera de involucramiento del estudiante, padres y empleados de la escuela.

Firma de Director(a)

Fecha