Birdville Independent School District

North Ridge Middle School

2024-2025 Campus Improvement Plan

Mission Statement

Through collaborative practice, purposeful work, and responsive review,

North Ridge Middle School will

empower lifelong learners who will value creativity and diversity as they

deepen strong moral character within a meaningful, safe, and stimulating learning environment.

Vision

Through open, honest communication with our students, parents, and colleagues, we will foster a safe environment committed to creating a lifelong love of learning. Students will know that their successes are due to their hard work and effort. Through our example, our students will learn to respect themselves, their peers, and gain a yearning for self-improvement. Their educational experience will instill the belief that they can succeed and will continue to contribute

Value Statement

1. We build strong relationships on our campus in which our encounters are personal and meaningful, with a goal to produce a positive, proactive work environment.

2. We see all challenges as opportunities and we own them.

3. We embrace the opportunity to continually grow through a refusal to be complacent, a desire to be the best, and functioning within a system that supports reflective practice.

4. We value the differences inherent in each stakeholder and place ourselves in a position of reciprocal

trust and transparency to be relied upon for the unique strengths we bring to the table.

5. We are adaptive and transparent.

6. We celebrate the success of one another.

7. We set clear expectations and boundaries, as well as provide an engaging learning environment.

8. We know our roles. We clarify them often and provide additional assistance when and where needed.

9. We seek to create unique, rigorous, and real-world experiences.

10. We respond to the needs of our students with a sense of urgency and adhere to the belief in a holistic approach to helping each student grow academically and socially.

11. We strive to anticipate the explicit and implied needs of our students and staff members.

12. We strive to ensure that our school is safe, clean, comfortable, and maintained to the strictest standards.

13. We use data to guide our decisions, improve and develop the learner, and to evaluate our effectiveness.

14. We strive for perfection in order to be excellent.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

North Ridge Middle School currently serves 661 students:

Students - Hispanic 27%, American Indian 1%, Asian 3%, African American 7%, Native Hawaiian 0.61%, White 55%, and Two or More races 6%   Staff - African American 4%, Hispanic 7%, White 85%, Asian 2%, Two or More Races 2%

Demographics Strengths

North Ridge Middle has a welcoming and collaborative culture that excels in continuious improvement focusing on student learning and student achievement.

"The Ridge Way" culture has contributed to an increase in: OHI survey of positivity, collaboration, and overall well-being of NRMS.

NRMS - Distinction earned in Science

NRMS - Distinction earned inPostsecondary Readniess

NRMS- Distinction earned in Social Studies

LEP students trending up in 6th grade Math.

Performance Index:

Index 1-Target score=60, NRMS=90

Index 2-Target score=68, NRMS=74

Index 3-Target score=60, NRMS=85

Index 4-Target score=75, NRMS=83

6th Grade: Demonstates increased in Reading scores across demographic areas in both %Level II and %Level III.

7th Grade: Demonstrates increases in Math %Level II, and increase in Math, Reading and Writing %Level III.

8th Grade: Demonstates increases in overall Math, Black/African American, Hispanic %Level II, and increase in %Level III overall, Eco. Dis., and Black/ African American.

Student Achievement

Student Achievement Summary

2017	#of Students	%Level II	%Level III	**Math 6th**	**2018** #of Students		%Level II		%Level III
Grade 6	232	57.76%	30.17%		221	^	84.62%	^	22.64%
Eco. Dis.	90	46.67%	17.78%		71	^	78.87%	^	19.72%
Black/AA	13	46.15%	15.38%		11	^	81.82%	^	9.09%
Hispanic	57	86.0%	20.0%		50	^	88.89%	^	22.22%
LEP	10	33.33%	0.0%		6	^	40.0%	=	0.0%
Spec. Ed.	23	50.0%	8.33%		12	v	33.33%	v	0.0%

2017	#of Students	%Level II	%Level III	Reading **6th**	**2018** #of Students		%Level II		%Level III
Grade 6	232	71.79%	28.63%		227	^	83.7%	^	28.63%
Eco. Dis.	91	65.91%	17.33%		75	^	70.67%	^	17.33%
Black/AA	13	69.23%	16.67%		12	^	75.0%	^	26.67%
Hispanic	57	36.84%	21.15%		52	^	69.23%	^	21.15%
LEP	10	30%	0.0%		6	^	16.67%	=	0.0%
Spec. Ed.	23	4.35%	15.38%		13	=	61.54%	=	15.38%

2017	#of Students	%Level II	%Level III	**Math 7th**	2018 #of Students		%Level II		%Level III
7th Grade	232	90.76%	37.75%		249	^	90.76%	^	37.75%
Eco. Dis.	90	87.5%	26.14%		88	^	87.95%	^	26.51%
Black/AA	13	66.67%	27.78%		18	^	75.0%	^	31.25%
Hispanic	57	87.72%	28.9%		57	v	85.97%	=	28.0%
LEP	10	71.43%	14.29%		7	=	71.43%	=	14.29%

| Spec. Ed. | 23 | 100.00% | 0.0% | | 3 | = | 100.00% | = | 0.0% |

2017	#of Students	%Level II	%Level III	**Reading 7th**	2018 #of Students		%Level II		%Level III
7th Grade	216	64.81%	24.0%		219	v	56.16%	^	36.99%
Eco. Dis.	87	50.57%	19.54%		89	v	39.33%	^	23.6%
Black/AA	15	50%	14.29%		18	^	33.33%	^	26.67%
Hispanic	59	58.62%	15.52%		57	v	49.15%	V	32.2%
LEP	10	10%	0%		7	v	10%	=	10%
Spec. Ed.	14	14.29%	0%		4	v	21.4%	=	14.29%

2017	#of Students	%Level II	%Level III	**Writing 7th**	2018 #of Students		%Level II		%Level III
7th Grade	216	64.81%	24.07%		244	v	89.34%	^	32.38%
Eco. Dis.	87	50.57%	19.54%		87	v	82.76%	^	20.69%
Black/AA	14	50%	14.29%		16	^	75.0%	^	31.25%
Hispanic	58	58.62%	15.52%		58	v	84.48%	v	20.69%
LEP	10	57.14%	0.0%		8	v	50.0%	=	0.0%
Spec. Ed.	14	60.0%	0.0%		4	v	50.0%	=	0.0%

2017	#of Students	%Level II	%Level III	**Math 8th**	2018 #of Students		%Level II		%Level III
8th Grade	156	59.62%	15.38%		163	^	87.12%	^	1.84%
Eco. Dis.	63	50.79%	7.94%		72	v	83.61%	^	3.28%
Black/AA	17	52.94%	17.65%		14	^	63.64%	^	0%
Hispanic	37	64.86%	8.11%		43	^	82.93%	v	2.44%
LEP	7	42.86%	14.29%		6	V	1005	=	0.0%
Spec. Ed.	19	36.84%	0.0%		1	v	0.0%	=	0.0%

2017	#of Students	%Level II	%Level III	**Reading 8th**	2018 #of Students		%Level II		%Level III
8th Grade	231	58.44%	35.93%		228	^	91.67%	V	34.65%
Eco. Dis.	78	44.87%	19.23%		84	^	85.51%	V	20.29%
Black/AA	19	42.11%	21.05%		18	^	86.67%	v	20.0%
Hispanic	47	56.36%	29.09%		58	^	85.11%	^	17.02%
LEP	1	28.57%	0.0%		8	=	100.00%	=	0.0%
Spec. Ed	2	100.00%	50.0%		3	v	100%	v	50.0%

2017	#of Students	%Level II	%Level III	**Science 8th**	2018 #of Students		%Level II		%Level III
8th Grade	228	91.67%	34.65%		243	^	91.77%	^	36.63%
Eco. Dis.	69	85.51%	20.29%		84	v	82.14%	^	28.57%
Black/AA	15	86.67%	20.0%		18	v	72.22%	^	27.70%
Hispanic	47	85.11%	17.02%		58	^	89.66%	^	27.59%
LEP	1	100.0%	0.0%		8	v	75.0%	^	0.0%
Spec. Ed.	2	100.0%	50.0%		2	v	0.0%	v	0.0%

2017	#of Students	%Level II	%Level III	**Social Studies 8th**	2018 #of Students		%Level II		%Level III
8th Grade	229	54.15%	29.26%		230	^	80.87%	v	20.87%
Eco. Dis.	77	35.06%	14.29%		70	v	71.34%	v	12.86%
Black/AA	19	31.58%	10.53%		15	^	66.67%	v	13.33%
Hispanic	55	60%	30.91%		46	v	78.28%	^	4.35%
LEP	7	25.57.0%	0.0%		1	v	100%	=	0.0%

| Spec. Ed. | 2 | 50.0% | 50.0% | | 2 | v | 0.0% | v | 0.0% |

2017-18 School Report Card:

Index 1:   88

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STAAR ALT 2 Data

	April 2018 STAAR Alternate 2 Mathematics, Grade 6				April 2019 STAAR Alternate 2 Mathematics, Grade 6			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	10	86%	100%	60%	7	82.14%		4:
Economic Disadvantage	5	87.20%	100%	60%	4	82.25%		
Black/African American	2	94%	100%	100%	-	-	-	-
Hispanic	4	77.75%	100%	50%	3	80.33%		3:
LEP	1	88%	100%	100%	2	81.50%		
Special Ed Indicator	10	86%	100%	60%	7	82.14%		4:
	April 2018 STAAR Alternate 2 Reading, Grade 6				April 2019 STAAR Alternate 2 Reading, Grade 6			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	10	82.20%	100%	40%	7	83.14%		5:
Economic Disadvantage	5	85.20%	100%	60%	4	79%		
Black/African American	2	92.50%	100%	100%	-	-	-	-
Hispanic	4	71.50%	100%	0%	3	82.67%		3:
LEP	1	68%	100%	0%	2	84%		
Special Ed Indicator	10	82.20%	100%	40%	7	83.14%		5:
	April 2018 STAAR Alternate 2 Mathematics, Grade 7				April 2019 STAAR Alternate 2 Mathematics, Grade 7			

	April 2018 STAAR Alternate 2 Mathematics, Grade 6				April 2019 STAAR Alternate 2 Mathematics, Grade 6			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	6	88.67%	100%	66.67%	9	80.33%		44
Economic Disadvantage	3	84.67%	100%	33.33%	5	84.40%		
Black/African American	-	-	-	-	2	93%		
Hispanic	2	81.50%	100%	50%	3	71%		33
LEP	-	-	-	-	1	85%		
Special Ed Indicator	6	88.67%	100%	66.67%	8	78.75%		37
	April 2018 STAAR Alternate 2 Reading, Grade 7				April 2019 STAAR Alternate 2 Reading, Grade 7			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	6	92.33%	100%	66.67%	9	85%		33
Economic Disadvantage	3	89.33%	100%	33.33%	5	88.40%		
Black/African American	-	-	-	-	2	94%		
Hispanic	2	90.50%	100%	50%	3	77%		
LEP	-	-	-	-	1	78%		
Special Ed Indicator	6	92.33%	100%	66.67%	8	84.38%		
	April 2018 STAAR Alternate 2 Writing, Grade 7				April 2019 STAAR Alternate 2 Writing, Grade 7			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	6	46%	100%	66.67%	9	87.11%		66
Economic Disadvantage	3	45%	100%	66.67%	5	92.60%		
Black/African American	-	-	-	-	2	94%		
Hispanic	2	40%	100%	0%	3	83.33%		33
LEP	-	-	-	-	1	100%		
Special Ed Indicator	6	46%	100%	66.67%	8	85.75%		62
	April 2018 STAAR Alternate 2 Mathematics, Grade 8				April 2019 STAAR Alternate 2 Mathematics, Grade 8			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	4	94%	100%	100%	7	83.29%		42

	April 2018 STAAR Alternate 2 Mathematics, Grade 6				April 2019 STAAR Alternate 2 Mathematics, Grade 6			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
Economic Disadvantage	1	95%	100%	100%	4	81%		
Black/African American	2	92.50%	100%	100%	1	78%		
Hispanic	-	-	-	-	2	79%		
LEP	-	-	-	-	-	-	-	-
Special Ed Indicator	4	94%	100%	100%	7	83.29%		4:
	April 2018 STAAR Alternate 2 Reading, Grade 8				April 2019 STAAR Alternate 2 Reading, Grade 8			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	4	91.75%	100%	75%	7	80%		2:
Economic Disadvantage	1	98%	100%	100%	4	79%		
Black/African American	2	95.50%	100%	100%	1	73%		
Hispanic	-	-	-	-	2	75.50%		
LEP	-	-	-	-	-	-	-	-
Special Ed Indicator	4	91.75%	100%	75%	7	80%		2:
	April 2018 STAAR Alternate 2 Science, Grade 8				April 2019 STAAR Alternate 2 Science, Grade 8			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	4	89.75%	100%	50%	7	88.14%		2:
Economic Disadvantage	1	98%	100%	100%	4	87.75%		
Black/African American	2	93%	100%	50%	1	88%		
Hispanic	-	-	-	-	2	84%		
LEP	-	-	-	-	-	-	-	-
Special Ed Indicator	4	89.75%	100%	50%	7	88.14%		2:
	April 2018 STAAR Alternate 2 Social Studies, Grade 8				April 2019 STAAR Alternate 2 Social Studies, Grade 8			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	4	89.75%	100%	50%	7	79.29%		2:
Economic Disadvantage	1	98%	100%	100%	4	76%		
Black/African American	2	90.50%	100%	50%	1	63%		
Hispanic	-	-	-	-	2	71.50%		

	April 2018 STAAR Alternate 2 Mathematics, Grade 6				April 2019 STAAR Alternate 2 Mathematics, Grade 6			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
LEP	-	-	-	-	-	-	-	-
Special Ed Indicator	4	89.75%	100%	50%	7	79.29%		2

Student Achievement Strengths

6th Grade: Demonstates increased in Math scores across demographic areas in both %Level II and %Level III.

7th Grade: Demonstrates increases in Math %Level II, and increase in Math, Reading and Writing %Level III.

8th Grade: Demonstates increases in overall Math, Black/African American, Hispanic %Level II, and increase in %Level III overall, Eco. Dis., and Black/ African American.

District Culture and Climate

District Culture and Climate Summary

At North Ridge Middle we strive to maintain a culture and climate predicated on ensuring that high levels of learning take place every day for all students.

Through courageous leadership, pertinent professional development, access to more technology than ever before and support of our Professional Learning

Community framework, we make sure that students and teachers have the resources necessary to succeed.

We have a zero-tolerance policy when it comes to bullying and we take preventative measures at the beginning of the school year by bringing in one of the

best presenters in the area.

Students at North Ridge Middle also excel in a wide variety of extra-curricular activities that lend themselves to helping students grow academically and

socially. Athletics and Fine Arts students typically demonstrate high levels of excellence and their programs do a lot to enhance the environment and to

attribute to a positive esteem building experience for our students.

Our vision, mission, and beliefs guide the work at North Ridge Middle School. They embody our collective thoughts around how we value, serve, and cultivate our students.

Our Culture

North Ridge Middle School is refining The Ridgeway Mystique, a culture where education is student centered and hinged upon building relationships.

North Ridge Middle School evaluates our opportunities, as we strive as a community to be better tomorrow than we were today in an effort to create success for all.

North Ridge Middle School provides a bright, clean, loving, welcoming learning environment for our students, our colleagues and our community to learn and grow.

North Ridge Middle School is open and transparent and invites collaboration to refine our goal of maintaining our student-first philosophy.

Vision

Through open, honest communication with our students, parents, and colleagues, we will foster a safe environment committed to creating a lifelong love of learning. Students will

know that their successes are due to their hard work and effort. Through our example, our students will learn to respect themselves, their peers, and gain a yearning for self - improvement. Their educational experience will instill the belief that they can succeed and will continue to contribute to a productive society.

Mission

Through collaborative practice, purposeful work, and responsive review, North Ridge Middle School will empower lifelong learners who will value creativity and diversity as they deepen strong moral character within a meaningful, safe, and stimulating learning environment.

CORE Values and Beliefs

1. We build strong relationships on our campus in which our encounters are personal and meaningful, with a goal to produce a positive, proactive work environment.
2. We see all challenges as opportunities and we own them.
3. We embrace the opportunity to continually grow through a refusal to be complacent, a desire to be the best, and functioning within a system that supports reflective practice.
4. We value the differences inherent in each stakeholder; place ourselves in a position of reciprocal trust and transparency to be relied upon for the unique strengths we bring to the table.
5. We are adaptive and transparent.
6. We celebrate the success of one another.
7. We set clear expectations and boundaries, as well as a provide an engaging learning environment.
8. We know our roles. We clarify them often and provide additional assistance when and where needed.
9. We seek to create unique, rigorous, and real world experiences.
10. We respond to the needs of our students with a sense of urgency and adhere to the belief in a holistic approach to helping each student grow academically and socially.
11. We strive to anticipate the explicit and implied needs of our students and staff members.
12. We strive to ensure that our school is safe, clean, comfortable, and maintained to the strictest standards.
13. We use data to guide our decisions, improve and develop the learner, and to evaluate our effectiveness.
14. We strive for perfection in order to be excellent.

District Culture and Climate Strengths

Students and teachers feel like they are safe when they enter the doors of North Ridge Middle School.

The stakeholders in our community are highly involved and visible which is a tremendous advantage that we embrace.

Students are well-behaved and take school seriously.

North Ridge Middle is highly structured and this helps translate to an environment that is conducive to positive and respectful behavior. NRMS also has created "The Ridge Way", a positive behavior team attended by teachers from each grade and department.

Continuous Improvement: Attendance and academic goal boards are in front of the school to promote positive growth in these areas. Throughout the building, our departments and individual classes promote and demonstrate progress by graphing and charting student and class growth based on common assessments.

C.O.R.E. values are evident throughout the building. In the main hall on display are the values as well as in every classroom. Each month NRMS teachers select worthy students who have demonstrated the C.O.R.E. value for the month. The students are acknowledged and rewarded.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

New teachers to NRMS are assigned mentors to help in their growth.

Teachers are evaluated yearly on the T-TESS statement.

We seek teachers that are talented, highly motivated, student-centered and that are able and willing to go the extra mile for students.

All staff are highly qualified in the content area that they teach.

Staff Quality, Recruitment, and Retention Strengths

High-quality staff.

NRMS has attracted several Master Teachers from various campuses district-wide.

NRMS retains staff by being inclusive and allowing all staff members to feel like their voice can be heard at all times. Our building also promotes and encourages an environment for leaders to grow throughout the building.

The collaborative, collegial atmosphere of NRMS lends itself to retention of excellent staff members and the recruitment of like-minded individuals.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At North Ridge Middle School we strictly adhere to the state standards and the district curriculum. We work diligently to make sure that there is the

appropriate alignment and that the TEKS are taught at the appropriate depth, complexity and rigor.

Our Professional Learning Communities meet daily to look at data from common assessments, engaging lesson design and ensure that there are no gaps in

our system.

NRMS also provides an additional conference period for our Department Heads to facilitate more leadership density and accountibility.

Curriculum, Instruction, and Assessment Strengths

PLC are highly functioning and there are numerous examples of the continuous improvement framework in our hallways with data displayed by teachers. We utilize common assessments to guide future instruction and aid in remediation.

We utilize the district content area consultants to come out and meet with content areas regularly.

As we grow in the PLC process we are more intentional with our approach and dive into the data at a much deeper level than before when planning lessons.

NRMS uses the protocols to enrich the PLC discussion.

PDSA is practiced/developing throughout our classrooms to reflect upon our practices and improve student proformance.

Progressing with the implementations of the Work Shop Model, vocabulary, Word Wall, and SMART goals.

Family and Community Engagement

Family and Community Engagement Summary

Our stakeholders are highly involved in our school and take great pride in it.

Average North Ridge Parent or fan:

Choir average attendance: 150 to 200

Band average attendance: 600-700

Theater average attendance: 100-125

Football average attendance: 100-150

Volleyball average attendance: 30-60

Basketball average attendance: 60-80

National Jr. Honor Society Induction: 175-200

Family and Community Engagement Strengths

 PTA involvement within our building with volunteers.

High turnout for extra curricular activities and Meet the Teacher events.

Parent communication has greatly improved as use the Remind101 system, school-wide, Facebook, Instagram, Twitter, and teacher web-pages.

Each teacher is required to contact every family within the first six-weeks of school to touch base with the parents/guardians. We feel this will help our bond

with the parents and help with our partnership.

Technology

Technology Summary

Tier 2 Math - 10 Chromebooks in each math classroom for Compass/stations.

Tier 2 Reading - A lab with new laptops for interventions.

Tier 3 - Some computers in the smaller math and reading interventionists rooms

We have computers for use in the content mastery room.

4 student computers in each ELA classroom.

Demographics

Demographics Summary

North Ridge Middle School currently serves 662 students:

55.1% White

27.0% Hispanic

7.0% Black/African American

3.2% Asian

6.1% Two or More Races

.5% American Indian or Alaska Native

Other sub populations include:

13.79% - Students receive Special Educations services

9.5% - Students are identified as Gifted and Talented

48.00% - Students are taking one of more Career and Technology courses

7.6% - Emergent Bilingual Students

42.6% - Economically Disadvantaged Students

46.1% - Students identified as At Risk

Demographics Strengths

North Ridge Middle has a welcoming and collaborative culture that excels in continuous improvement focusing on student learning and student achievement.

"The Ridge Way" culture has contributed to an increase in: OHI survey of positivity, collaboration, and overall well-being of NRMS.

6th Grade: Demonstrates overall consistency in Reading scores in with a rise in areas of Approached to Meets.

7th Grade: Demonstrates overall increase in our LEP students in Reading over the last year. This indicates that SIOP and TIER I instructional strategies is

working effectively. We had an increase in Approached to Meets in 7th grade.

8th Grade: Demonstrates overall increases in state testing from Approaches to Meets as well as a slight increase in Meets to Masters.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math.
Root Cause: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

Student Learning

Student Learning Summary

Based on scores, our Meets to Masters levels need improvement.

Meets:

6th Grade Math: Meets 58% Masters 23%

6th Grade Reading: Meets 78% Masters 40%

7th Grade Math: Meets 61% Masters 25%

7th Grade Reading: Meets 73% Masters 37%

8th Grade Math: Meets 64% Masters 17%

8th Grade Reading: Meets 69% Masters 17%

8th Grade Science: Meets 62% Masters 21%

8th Grade History: Meets 42% Masters 21%

Student Learning Strengths

The strength of the campus are the teachers and meeting the needs of the students. We have worked extremely effectively to ensure that intentional instructional teaching was done. Our students were successful with the first round of testing from 2022-2023 STAAR. We did see improvements however, we are not where we should be academically.

6th Grade Math: Approaches 84%

6th Grade Reading: Approaches 89%

7th Grade Math: Approaches 81%

7th Grade Reading: Approaches 90%

8th Grade Math: Approaches 82%

8th Grade Reading: Approaches 88%

8th Grade Science: Approaches 86%

8th History: Approaches 71%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR performance in areas of Reading and Math have decreased slightly over the last four years.   **Root Cause:** The inconsistent use of resources and instructional materials has led to this decline. This year, the school will utilize resources, including funding, to provide personnel, technology, training, support, and instructional materials in order to close achievement gaps in core content areas.

School Processes & Programs

School Processes & Programs Summary

New teachers to NRMS are assigned mentors to help in their growth.

Teachers are encouraged to observe other teachers in their classrooms to gain ideas, knowledge, ask questions, and relationships.

Teachers are being evaluated on a less thank annual appraisal system if they have taught on campus for two years and received at least proficient in three domains on their T-TESS evaluations.

Teachers are evaluated yearly on the T-TESS statement and monitored by pre conference, walk through, formal evaluations and post conference using the T-TESS appraisal system rubric.

We seek teachers that are talented, highly motivated, student-centered and that are capable of understanding Best Practices as well as develop a Growth Mindset when it comes to student achievement.

All staff are highly qualified in the content area that they teach. In addition NRMS is moving towards teachers certified in the content area that they teach.

School Processes & Programs Strengths

High-quality staff are employed throughout the campus.

NRMS has attracted several Master Teachers from various campuses district-wide as well as throughout the Metroplex.

NRMS retains staff by being inclusive and allowing all staff members to feel like their voice can be heard at all times. Our building also promotes and encourages an environment for leaders to grow throughout the building.

The collaborative, collegial atmosphere of NRMS lends itself to retention of excellent staff members and the recruitment of like-minded individuals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. **Root Cause:** Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Perceptions

Perceptions Summary

At North Ridge Middle, we strive to maintain a culture and climate that ensures that all students experience high levels of learning every day. Over the last few years, we have noticed that our Economically Disadvantaged students have increased.

Since my arrival here at North Ridge, we noticed an increase in the number of economically disadvantaged students. I arrived 15 years ago as a Texas History Teacher. The data indicated that NRMS's percentage of Economically Disadvantaged was under 10%. Administration has monitored the numbers over the years, and as of 2024, NRMS has reached 42% of Economically Disadvantaged students, with an At-Risk percentage of 46.1%. This is our third year of qualifying for Title I, and we want to meet the needs of ALL students while constantly focusing on our Economically Disadvantaged population. The staff has embraced this opportunity by meeting and collecting data collectively to meet the needs of the campus. The priorities of our campus will not change, but we will continue to focus on continuous improvement, literacy, and culture. If we focus on those areas, we will not have an option but to exceed the needs of all students.

Through courageous leadership, pertinent professional development, access to more technology than ever before and support of our Professional Learning

In a community framework, we make sure that students and teachers have the resources necessary to succeed.

We have a zero-tolerance policy regarding bullying, and we address each grade level at the beginning of the year to speak with our young people about the negative effects of bullying. We have adopted several programs to assist with inclusion and tolerance, such as the North Ridge Middle Housing System.

At the beginning of the year, all students are placed into houses and mini-houses. In their mini-houses, which consist of 12-14 students and 1 faculty/staff member, students learn rules, procedures, soft skills, communication skills, and more to be successful in the building and in the real world.

We meet with our incoming 6th-grade parents to discuss the transition to middle school and what they can expect, hoping to relieve any uncertainty they may have about the experience.

Students at North Ridge Middle also excel in a wide variety of extra-curricular activities that lend themselves to helping students grow academically and

socially. Athletics and Fine Arts students typically demonstrate high levels of excellence and their programs do a lot to enhance the environment and to

attribute to a positive esteem-building experience for our students.

We plan on meeting students' needs assessment-wise by focusing on master-level improvement in community relationships with Dads.

Our vision, mission, and beliefs guide the work at North Ridge Middle School. They embody our collective thoughts about valuing, serving, and cultivating our students.

Our Culture

North Ridge Middle School is refining The Ridgeway Mystique, a culture where education is student centered and hinged upon building relationships.

North Ridge Middle School evaluates our opportunities, as we strive as a community to be better tomorrow than we were today in an effort to create success for all.

North Ridge Middle School provides a bright, clean, loving, welcoming learning environment for our students, our colleagues and our community to learn and grow.

North Ridge Middle School is open and transparent and invites collaboration to refine our goal of maintaining our student-first philosophy.

Vision

Through open, honest communication with our students, parents, and colleagues, we will foster a safe environment committed to creating a lifelong love of learning. Students will know that their successes are due to their hard work and effort. Through our example, our students will learn to respect themselves, their peers, and gain a yearning for self -improvement. Their educational experience will instill the belief that they can succeed and will continue to contribute to a productive society.

Mission

Through collaborative practice, purposeful work, and responsive review, North Ridge Middle School will empower lifelong learners who will value creativity and diversity as they deepen strong moral character within a meaningful, safe, and stimulating learning environment.

CORE Values and Beliefs

1. We build strong relationships on our campus in which our encounters are personal and meaningful, with a goal to produce a positive, proactive work environment.
2. We see all challenges as opportunities and we own them.
3. We embrace the opportunity to continually grow through a refusal to be complacent, a desire to be the best, and functioning within a system that supports reflective practice.

4. We value the differences inherent in each stakeholder; place ourselves in a position of reciprocal trust and transparency to be relied upon for the unique strengths we bring to the table.
5. We are adaptive and transparent.
6. We celebrate the success of one another.
7. We set clear expectations and boundaries, as well as a provide an engaging learning environment.
8. We know our roles. We clarify them often and provide additional assistance when and where needed.
9. We seek to create unique, rigorous, and real world experiences.
10. We respond to the needs of our students with a sense of urgency and adhere to the belief in a holistic approach to helping each student grow academically and socially.
11. We strive to anticipate the explicit and implied needs of our students and staff members.
12. We strive to ensure that our school is safe, clean, comfortable, and maintained to the strictest standards.
13. We use data to guide our decisions, improve and develop the learner, and to evaluate our effectiveness.
14. We strive for perfection in order to be excellent.

Perceptions Strengths

Students and teachers feel like they are safe when they enter the doors of North Ridge Middle School.

The stakeholders in our community are highly involved and visible which is a tremendous advantage that we embrace.

Students are well-behaved and take school seriously.

North Ridge Middle is highly structured and this helps translate to an environment that is conducive to positive and respectful behavior. NRMS also has created "The Ridge Way", a positive behavior team attended by teachers from each grade and department.

Continuous Improvement: Attendance and academic goal boards are in front of the school to promote positive growth in these areas. Throughout the building, our departments and individual classes promote and demonstrate progress by graphing and charting student and class growth based on common assessments.

C.O.R.E. values are evident throughout the building. In the main hall on display are the values as well as in every classroom. Each month NRMS teachers select worthy students who have demonstrated the C.O.R.E. value for the month. The students are acknowledged and rewarded.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause:** Lack of communication with all stakeholders has impeded the communication of the expectations.

Priority Problem Statements

Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies.

Root Cause 1: Lack of communication with all stakeholders has impeded the communication of the expectations.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math.

Root Cause 2: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

Problem Statement 2 Areas: Demographics

Problem Statement 3: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process.

Root Cause 3: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data
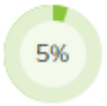
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 1: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

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			
Strategy 1: System Safeguard Strategy Critical Success Factors	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
CSF1 CSF 2 Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area. **Actions:** *Literacy based site team that will implement a campus literacy based program. * Evaluate the effectiveness of classroom implementation of literacy goals through walk-through and T-TESS * Communicate effectively the new literacy goals and it's implementation across all content areas. * Implement Blended Learning **Staff Responsible for Monitoring:** Administration Academic Coach Literacy Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $155,247, Tutoring - 211 - Title I - $10,650 , Instructional Facilitator - 255 - Title II - $81,379	5%	5%		

Strategy 2 Details	Reviews			
Strategy 2: System Safeguard Strategy Critical Success Factors	Formative			Summative
	Nov	Jan	Mar	June
CSF 1 CSF 2 Meet and exceeds the needs of SPED teachers, EB students, and co-teach teachers, by providing the necessary literacy support and training. Expand campus PLC by moving to next phase of "what are we doing, when they don't get it/" The next phase would be to focus solely on data from interim assessments and district assessments to monitor student progress in oppose to CBA data as well as rigor lacking materials. **Actions:** * Continue to provide training on the use effective literacy based strategies * communicate effectively with the community on special programs that assist students educationally * Continue to meet the needs of student through the RTI program implemented by the district. * Increase the rigor and relevance of lesson plan design. * Meeting the needs of students that we know that understand by increasing their lexile levels. **Staff Responsible for Monitoring:** Administration Academic Coach Literacy Team District Coordinators **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	5%	10%		

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math.   **Root Cause**: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

School Processes & Programs
Problem Statement 1: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process.   **Root Cause**: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Perceptions

Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 2: Increase the percentage of students approaching or meeting STAAR or ELL progress measures by 3 percentage points over 2023-24 across all applicable grade levels and subject areas.

Evaluation Data Sources: 2023-2024 STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Actions: Action 1: Teachers will participate in data analysis sessions to identify EL/EB student's language and academic needs.
    Action2: Teachers will utilize sheltered instruction methods to support EL/EB student's development of language
 	
    Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1
	5%	15%		

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. **Root Cause**: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

School Processes & Programs
Problem Statement 1: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. **Root Cause**: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 3: Increase the STAAR performance of Economically Disadvantaged students at the Meets Grade Level standard by 3 percentage points over 2022-2023 levels across all grade levels and subject areas.

Evaluation Data Sources: 2021 Performance: Eco Dis -35%
2021-2022 Performance- 74%
2022-2023 Performance-76%

Strategy 1 Details	Reviews			
Strategy 1: 1) Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: * Through RTI, SIOP, Work Shop Model and best practices in classroom delivery. * PLC - data collaboration and planning for individualized instructional strategies. * Collaborative Conferences with Reading Specialist using data to Tier was student to assist with additional reading help. * Compass program for students that are Tier 2 and Tier 3 to assist in closing the gaps of learning. **Staff Responsible for Monitoring:** Administration Academic Coach Site based literacy team Teachers Sped Coordinators All Subject Area Coordinators **Problem Statements:** Demographics 1 - Perceptions 1	5%	15%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math.   **Root Cause**: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.
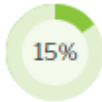
Performance Objective 4: Increase the STAAR performance of 8th Grade Social Studies at the Meets Grade Level standard by 3 percentage points of the 2022-2023 level.

High Priority

Evaluation Data Sources: 2021-2022 Performance-70%
2022-2023 Performance -78%

Strategy 1 Details	Reviews			
Strategy 1: * Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. * Campus leadership will partner with the 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. * Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. * Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	5%	10%		

Actions: Consistent feedback through observations, PLC, and assessment data.
    Staff Responsible for Monitoring: Administration Team: Principal, Assistant Principal, and Academic Coach.
 	
    Problem Statements: School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement a multi-tiered system of support for RtI identified students, and students in our designed super groups for closing gaps.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Track assessments data for students in super groups and provided targeted tutorials as needed. **Problem Statements:** Demographics 1 - School Processes & Programs 1	5%	10%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math.   **Root Cause**: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

School Processes & Programs
Problem Statement 1: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process.   **Root Cause**: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies.   **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 5: Increase English Proficiency Status measures set by the state for TELPAS

> **Evaluation Data Sources:** The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 North Ridge MS met the target with a TELPAS progress rate of 42%. In 2021-2022 North Ridge MS again met the target with a TELPAS progress rate of 61%. In comparing the progress rate from 2021 and 2022, North Ridge MS demonstrated a 19% point increase in students' English language development and a 10% increase 2022-2023.

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 1: By the end of the 2023-2024 school year, 100% of classrooms will develop mission statements that align to and support the portrait of a graduate.

    Evaluation Data Sources: Campus survey data

Strategy 1 Details				Reviews			
Strategy 1: Students and teachers will develop mission statements for classroom				**Formative**			**Summative**
CSF 3,6, and 7				**Nov**	**Jan**	**Mar**	**June**
Actions: * Identify the appropriate culture for each classroom * Identify SMART goals for the classroom to encourage student success. * Monitor SMART goals progress or lack there of through walks throughs, teacher pre TTESS conferences, Post TTESS conferences as well as end of year conferences. * Identify student learning objective and the appropriate ways to reach success by developing norms *Post mission statements inside the classroom as well as outside to show continuous improvement. **Staff Responsible for Monitoring:** Administration Teachers Academic Coach **Problem Statements:** School Processes & Programs 1 - Perceptions 1				5%	15%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process.   **Root Cause**: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.
Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies.   **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 2: By the end of the 2023-2024 school year, every campus will establish goals for student, parent and community engagement (covers CaSE, schools of specialization)

Evaluation Data Sources: Campus survey data

Strategy 1 Details		Reviews		
Strategy 1: CSF 5 and 6		**Formative**		**Summative**
		Nov	Jan	Mar	June
Continue programs with student to community outreach					
Actions: * continue to grow Environmental Clean Up Program	5%	15%		
* continue to expand student recycling program through cafeteria management and "ten pick up Tuesday" on campus				
* Expand relationships with SBDM owners, Extra curricular groups outside of the school, such as Connections, that extend a helping hand in clean up around the campus and on the campus				
Staff Responsible for Monitoring: Administration Teachers SBDM Team				
Problem Statements: Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $209				

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies.   **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 3: All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.

    Evaluation Data Sources: Annual review of student participation, Spring 2020

Strategy 1 Details	Reviews			
Strategy 1: CSF 3,5, and 6	**Formative**			**Summative**
Expand programs that provide students the opportunity to develop leadership and skills outside of the core subject areas.	**Nov**	**Jan**	**Mar**	**June**
Actions: * Provide opportunities for students to demonstrate their understanding of social, physical, and emotional well-being. * Implement programs to extend students beyond the campus into the communities to assist stakeholders in need or to provide services **Staff Responsible for Monitoring:** Administration Academic Coach NRMS Police Department Counselors Teachers **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 1 - Perceptions 1	5%	10%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

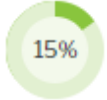| School Processes & Programs |
|---|
| **Problem Statement 1**: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. **Root Cause**: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology. |

Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies.   **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

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

Performance Objective 1: Reduce the amount of time students with behavioral/social-emotional concerns are removed from the regular classroom.

    Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details			Reviews		
Strategy 1: Expand NRMS "Ridge Way" plan to include all students. CSF 1,3,4, and 6		**Formative**			**Summative**
Actions: * Continuous Improvement on the school mandated Ridge Way Plan * Blend the RTI Behavior process with The Ridge Way * Continue to monitor students that are OSS as well as DAEP with assignments and assessments. **Staff Responsible for Monitoring:** Administration Teachers SRO Counselors **Problem Statements:** Perceptions 1		**Nov**	**Jan**	**Mar**	**June**
		10%	15%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

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

Performance Objective 2: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Safety survey:

Strategy 1 Details	Reviews			
Strategy 1: CSF 6	**Formative**			**Summative**
Conduct safety audit	**Nov**	**Jan**	**Mar**	**June**
Actions: * administer safety audit to staff and students * Provide results to staff and students * Develop a plan of action to address concerns **Staff Responsible for Monitoring:** Administration Counselors SRO Security Custodial Staff **Problem Statements:** Perceptions 1 **Funding Sources:** Professional Development - 211 - Title I - $10,000	5%	10%		

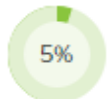| Strategy 2 Details	Reviews			
Strategy 2: CSF 6	**Formative**			**Summative**
Collect data from students, staff and parents to identify strategies to improve campus safety.	**Nov**	**Jan**	**Mar**	**June**
Actions: * Review results from staff and students * Monitor areas of improvement * Implement a team to address the needs * Meet frequently to monitor plan and perform monthly drills to ensure continuous improvement. **Staff Responsible for Monitoring:** Administration Counselors SRO Security Guard Head Custodian **Problem Statements:** Perceptions 1	5%	10%		

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies.   **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

State Compensatory

Budget for North Ridge Middle School

Total SCE Funds: $155,247.00
Total FTEs Funded by SCE: 1.65
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 Ridge Middle School

Name	Position	FTE
Amy Lukens	Reading Intervention	0.65
Laura De La Paz	Instructional Facilitator	1

Title I

1.1: Comprehensive Needs Assessment

https://docs.google.com/spreadsheets/d/1M2jWpevdv0P70kh1atydUjYjkZCCbpLR/edit?usp=sharing&ouid=106713420998967649916&rtpof=true&sd=true

https://docs.google.com/spreadsheets/d/1DRm4EFeyH138d1Zu8KTwVylfCt1G3G7e/edit?usp=drive_link&ouid=106713420998967649916&rtpof=true&sd=true

https://docs.google.com/spreadsheets/d/12bmrixu7QtJx9Luu96hdF69jBBXpouBwmQyjW9pBWS8/edit?usp=drive_link

https://docs.google.com/spreadsheets/d/1y8LPYkL37AbA5NjyI4Wwgvp3O0NMbuEU/edit?usp=drive_link&ouid=106713420998967649916&rtpof=true&sd=true

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

Parents: Eric Bryant and Sandra Jimenez

Community Members: Kenny Foster and Mercedes Sigala

Teachers: Melinda Hummer and Callye Wood

Administrators: John Davis, Ermela Jennings, and Colby Blankenship

Instructional Coach: Sarah Thompson

Other Campus and District Staff: Reggie Harris, Laura De Le Paz, and Lexee Belcher.

2.2: Regular monitoring and revision

The Campus Improvement Plan is amended and cross checked in November, January, March, and June for progress monitoring.

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

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

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 41% 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:

* Workshop Model

* TIer I Instructional Strategies

* Accelerated Instruction

* Blended Learning Instructional Strategies

Increased learning time is provided through pull out intervention programs and targeted tutorials with highly qualified teachers.

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

Student enrollment, attendance, and success will be supported through targeted support programs that meet 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 and programs.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a many stakeholders collaborative process using many 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 results of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Parents: Eric Bryant and Sandra Jimenez

Teachers: Melinda Hummer and Callye Wood

Administrators: John Davis, Ermela Jennings, and Colby Blankenship

Other Campus and District Staff: Reggie Harris, Laura De Le Paz, and Sarah Thompson

The Parent and Family Engagement Plan is made available to parents and the community through the campus website in English and other applicable languages. 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 2023-24:

- *August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum*
- *September Meet the Teacher Night (Thursday only) on campus*
- *October Title I Meeting (Thursday) on campus*
- *November Literacy Event (Thursday) on campus*
- *December Book Fair (Monday through Thursday 8:00-5:00) on campus*
- *January STEM Event (Thursday) 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) on campus*
- *May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library*

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$155,247.00
				Sub-Total	$155,247.00
				Budgeted Fund Source Amount	$155,247.00
				+/- Difference	$0.00
211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutoring		$10,650.00
2	2	1	Family Engagement		$209.00
3	2	1	Professional Development		$10,000.00
				Sub-Total	$20,859.00
				Budgeted Fund Source Amount	$20,859.00
				+/- Difference	$0.00
255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$81,379.00
				Sub-Total	$81,379.00
				Budgeted Fund Source Amount	$81,379.00
				+/- Difference	$0.00
				Grand Total Budgeted	$257,485.00
				Grand Total Spent	$257,485.00
				+/- Difference	$0.00