

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 5
Demographic

Comprehensive Needs Assessment

Demographics

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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%).

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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.

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School Processes & Programs

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- 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.

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- 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

Perceptions

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Priority Problem Statements

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

Priority Problem Statement 2:

Comprehensive Needs Assessment Data Documentation

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

K o r t q x g o g p v R a c p p l i F c v c

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

Goals

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

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.

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Uvtevgi{"4< Develop a system for teachers to routinely observe and reflect on best teaching strategies.

- A) Create Observation Protocols
- B) Provide Training and Support
- C) Implement a Schedule and Rotations
- D) Facilitate Observation Sessions

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

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

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Gxcnwvklqp"Fcvc"Uqwtegu< Historical performance by student subgroup on state and district assessments.

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Uvtevgi{"5 < Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs.

- Cevkqpu** < 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

Uvchh" Tgurqpukdng" hqt" Oqpkvqtupi < Administrative Leadership
Team, EB Coach, Content
Coordinators, SPED
Coordinator

Vkvng" K
2.4, 4.2

Wvfk Rppng o Utejfgppv < Demographics 1, 2 - Student Learning 2 - School Processes & Programs 3

Hwpfkpi" Uqwtegu < Professional Development - 211 - Title I - \$689

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Uvtevgi{"6 < Utilize resources to provide personnel, technology and instructional materials in order to close achievement

Rtqdnng o "Uvcvg o gpv"4: EB performance in all areas are scoring lower than non EB studernts. **Tqqv"Ecwug:** 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.

Rtqdnng o "Uvcvg o gpv"3: Our students have not shown mastery to level of like campuses. **Tqqv"Ecwug:** 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.

Rtqdnng o "Uvcvg o gpv"4: Special Education students performed much lower than the overall campus score for the 2024 school year. **Tqqv"Ecwug:** 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.

Rtqdnng o "Uvcvg o gpv"3: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Tqqv"Ecwug:** The implementation of MTSS has lacked consistency and fidelity in the past.

Rtqdnng o "Uvcvg o gpv"5: Special Education students performed much lower than the overall campus score for the 2024 school year. **Tqqv"Ecwug:** 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.

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

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

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Uvtevgi{"3 Ensure at-risk students remain engaged in school.

Cevkqpu A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within four years.

Reporting Process: Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. **Trust:** 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."

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

Reduce the number of students assigned to behavior RtI tiers 2 and 3.

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Uvtevgi {"3 Implement and monitor Behavior RtI process

- Cevkqpu** 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.

Uvchh" Tgurqpkdng" hqt" Oqpkvqtkpi Administrative Leadership Team, Classroom Teachers

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2.4

Rtqdnng o "Uvcvg o gpv" 3 Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 3

Rtqdnng o "Uvcvg o gpv" 3: Special Education students performed much lower than the overall campus score for the 2024 school year. **Tqqv" Ecwug:** 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.

Rtqdnng o "Uvcvg o gpv" 4: EB performance in all areas are scoring lower than non EB students. **Tqqv" Ecwug:** We have

Findings: Special Education students performed much lower than the overall campus score for the 2024 school year. **Recommendations:** 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.

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

Use continuous improvement to identify and improve operations and outcomes in every department and campus.

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Uvtevgi{"3< Campus Continuous Improvement

- Cevkqpu<** 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.

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State Compensatory

Budget for North Richland Middle School

\$294,277.00

3.65

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

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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

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

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

