

**Brazos Independent School District**  
**Brazos Middle School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Top 25% Student Progress  
Top 25% Closing Performance Gaps



# Vision

Brazos ISD inspires each student to become a productive citizen who demonstrates leadership, passion, and self reliability. We foster a culture of respect, community, perseverance, and achievement.

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# Comprehensive Needs Assessment

Revised/Approved: June 05, 2018

## Demographics

### Demographics Summary

#### Attendance Rate

(2015-16) 96.9%

#### Enrollment by Race/Ethnicity

African American 4.5%, Hispanic 50.6%, White 44.3%, American Indian 0.0%, Asian 0.6%, Pacific Islander 0.0%, Two or More Races 0.0%

#### Enrollment by Student Group

- Economically Disadvantaged 51.7%
- English Language Learners 13.1%
- Special Education 6.8%

#### Mobility Rate

(2015-16) 8.4%

### Staff Information

- Experience of Campus Leadership: Average Years Experience of Principals 17.0
- Average Years Experience of Principals with District 11.0
- Average Years Experience of Teachers: 17.0
- Average Years Experience of Teachers with District: 12.7

## Staff Information Count

- Total Staff 19.2 100.0%
- Professional Staff: 16.2 84.4%
- Teachers 14.8 76.9%
- Professional Support 0.4 2.2%
- Campus Administration (School Leadership) 1.0 5.2%
- Educational Aides: 3.0 15.6%
- Total Minority Staff: 5.0 26.1%

## Teachers by Ethnicity and Sex:

- African American 1.0 6.8%
- Hispanic 1.0 6.8%
- White 12.8 86.5%
- American Indian 0.0 0.0%
- Asian 0.0 0.0%
- Pacific Islander 0.0 0.0%
- Two or More Races 0.0 0.0%
- Males 4.2 28.4%
- Females 10.6 71.6%

## Teachers by Highest Degree Held:

- Bachelors 14.0 94.5% 82.9% 74.5%
- Masters 0.8 5.5%

## Teachers by Years of Experience:

- Beginning Teachers 0.3 2.3%
- 1-5 Years Experience 0.7 4.5%
- 6-10 Years Experience 4.0 27.1%
- 11-20 Years Experience 4.6 31.2%
- Over 20 Years Experience 5.2 34.9%
- Number of Students per Teacher 11.9

## **Demographics Strengths**

Experienced staff is a strength on out campus.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need to continue recruiting efforts and collect data on staff retention in an effort to ensure all campuses and departments are adequately staffed.

# Student Academic Achievement

## Student Academic Achievement Summary

2018  
Preliminary  
STAAR  
Scores

6th Grade	Math			Reading		
	Approaches	Meets	Masters	Approaches	Meets	Masters
BMS	85%	55%	23%	75%	40%	17%
State Avg	76%	43%	17%	66%	36%	18%
	11%	12%	14%	9%	4%	-1%

7th Grade	Math			Reading			Writing		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
BMS	73%	37%	13%	73%	47%	25%	70%	39%	8%
State Avg	71%	38%	17%	72%	45%	27%	67%	41%	14%
	2%	-1%	-4%	1%	2%	-2%	3%	-2%	-6%

8th Grade	Math			Reading			Science			Social Studies		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
BMS	96%	77%	28%	87%	58%	38%	92%	70%	43%	82%	50%	33%
State Avg	78%	49%	15%	76%	46%	25%	74%	50%	27%	64%	34%	20%
	18%	28%	13%	11%	12%	13%	18%	20%	16%	18%	16%	13%

Algebra 1			
	Approaches	Meets	Masters
BMS	100%	100%	100%

## Student Academic Achievement Strengths

BMS was above the state average in all 2017-2018 STAAR based on passing rates.

8th grade algebra students continued to excel. 100% Mmastered on the EOC.

8th grade science and social studies showed growth from 2016-2017.

Year end failure rate of students was cut by 50% from 2016-2017.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** BMS students continue to struggle in writing, based on the state assessment. **Root Cause:** Lack of purposeful writing

**Problem Statement 2:** Longitudinal data shows that the 7th grade class scores on average are 10% lower than the rest of the campus.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals





## Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

**Performance Objective 1: STAAR ACADEMIC PERFORMANCE** - At least 80% of all students and student subgroups will meet the approaches level on the appropriate STAAR tests.

**Evaluation Data Source(s) 1:** Benchmark data,  
Rti Reports,  
STAAR Results

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1  1) Incorporate tutorial sessions into the school day through RTI classes to facilitate instruction and improve learning.	2.4, 2.5	Campus Principal RTI Teachers Counselor	Students in the RTI program will show increase in academic progress and STAAR scores.				
Problem Statements: Student Academic Achievement 1, 2							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> BMS students continue to struggle in writing, based on the state assessment. <b>Root Cause 1:</b> Lack of purposeful writing
<b>Problem Statement 2:</b> Longitudinal data shows that the 7th grade class scores on average are 10% lower than the rest of the campus.

**Goal 1: Student Growth and Success**

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

**Performance Objective 2:** Math teachers will build students' mathematical fluency and efficiency on a daily basis.

**Evaluation Data Source(s) 2:** Benchmark data,  
Rti Reports,  
STAAR Results

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1  1) Implement and utilize a comprehensive math program that emphasizes critical thinking and problem-solving to provide individualized support to students.	2.4, 2.5	Campus Principal Camp[us Teachers	Students will show an increase in academic progress and STAAR scores.				
Problem Statements: Student Academic Achievement 2							

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> Longitudinal data shows that the 7th grade class scores on average are 10% lower than the rest of the campus.





**Goal 1: Student Growth and Success**

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

**Performance Objective 3:** The math department, will use a variety of strategies to raise mastery scores on STAAR tests by at least 10%. 90% of Algebra students at the mastery level on STAAR.

**Evaluation Data Source(s) 3:** Benchmark data,  
Rti Reports,  
STAAR Results

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students that have not met passing standard on the 8th grade STAAR Math or Reading will receive accelerated instruction to meet a passing standard, fulfilling the SSI requirement.</p>	2.4, 2.5, 2.6	Campus Counselor Principal	Students will receive accelerated instruction in the needed area, resulting in meeting the necessary standard.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





**Goal 1: Student Growth and Success**

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

**Performance Objective 4:** ELA teachers will improve student achievement through real-life, purposeful, reading and writing activities.

**Evaluation Data Source(s) 4:** Daily work,  
Writing samples,  
Benchmark data,  
Curriculum based assessments,  
Rti Reports,  
STAAR Results,  
lesson plans

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Professional Learning opportunities will be provided to various stakeholders to reinforce the implementation of the ELA curriculum and best practices for Balanced Literacy instruction.</p>	2.5	Campus Principal Special Programs Coordinator	Students in the RTI program will show increase in academic progress and STAAR scores.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Title II - 0.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 4 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> BMS students continue to struggle in writing, based on the state assessment. <b>Root Cause 1:</b> Lack of purposeful writing

**Goal 1: Student Growth and Success**

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

**Performance Objective 5:** Science and social studies departments will blend the Texas essential knowledge and skills with real life applications for student growth and achievement.

**Evaluation Data Source(s) 5:** Daily work,  
Writing samples,  
Benchmark data,  
Curriculum based assessments,  
Rti Reports,  
STAAR Results,  
lesson plans

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to use a comprehensive science and social studies program that emphasizes critical thinking and problem solving skills to provide individualized support for students in need.	2.4, 2.5	Campus Principal Special Programs	Students will show increase in academic progress and STAAR scores.				



**Goal 2: Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.**

**Performance Objective 1:** 100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" in the specific area of classroom instruction.

**Evaluation Data Source(s) 1:** SBEC teacher certification data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional staff will take necessary certification exams to be 100% highly qualified in the certification area.		Principal Special Programs Coordinator HR	All staff will be fully certified.				
Problem Statements: Demographics 1							

**Performance Objective 1 Problem Statements:**





Demographics
<b>Problem Statement 1:</b> There is a need to continue recruiting efforts and collect data on staff retention in an effort to ensure all campuses and departments are adequately staffed.

**Goal 2:** Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.

**Performance Objective 2:** All personnel will continue to acquire professional development hours to maintain certification and training.

**Evaluation Data Source(s) 2:** Sign in sheets,  
 staff development certificates,  
 TTESS evaluation documents,  
 SBEC certification

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 7  1) Provide professional development to ensure vertical and horizontal curriculum alignment in all content areas.		Campus Principal Special Programs Coordinator	Increase in teacher preparation and instruction that will lead to continued growth in student learning.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.**

**Performance Objective 1:** Staff will implement safety procedures to enhance the quality of the BMS learning environment daily.

**Evaluation Data Source(s) 1:** Safety Drill Documentation  
Emergency Operations Plan

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continuous implementation of SHAC-group of individuals representing segments of the community, appointed by the school district to serve at the district level, to provide advice to the district on coordinated school health programming and its impact on student health and learning including HB2176 addressing parenting skills, relationship skills, and family violence prevention.		School Nurse SHAC committee	Evaluation of and improved health related activities to the staff and students.				

**Goal 3:** Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Performance Objective 2:** Reduce campus discipline report by 10% in the 2018-2019 school year.

**Evaluation Data Source(s) 2:** PEIMS data, discipline reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continued communication with parents about the expectations of BMS.	3.2	Campus Principal					
<b>Critical Success Factors</b> CSF 7 2) Provide training for teachers in discipline and classroom management strategies.		Campus Principal Special Programs Coordinator	A decrease in student discipline referrals.				


**Goal 4: All BMS students will attend school on a regular basis, resulting with the campus attendance rate of 97%, at the end of the 2018-2019 school year.**

**Performance Objective 1:** Meet and maintain an ADA of 97% during the 2018-19 school year.


**Evaluation Data Source(s) 1:** Attendance records

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students are recognized for perfect attendance at the end of each school year.		PEIMS Clerk Campus Principal	An increase in ADA of not less than 97% at the end of the 18-19 school year.				
2) Notify parents of excessive absences through daily messages.		PEIMS Clerk Campus Principal	An increase in ADA of not less than 97% at the end of the 18-19 school year.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 5: Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support student success.**

**Performance Objective 1:** Parents are notified and encouraged to participate in a variety of activities throughout the year.


**Evaluation Data Source(s) 1:** Sign in logs,  
Parent Surveys,

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide parents with opportunities to join organizations to support student activities (booster clubs, campus improvement committees, SHAC, etc. )		Campus Principal	Increase in parent attendance.				
2) Provide parents with opportunities to attend various academic events. (meet the teacher, curriculum nights, award ceremonies.)		Campus Principal	Increase in parent attendance.				
3) Increase communication with parents and community through the use of Social Media, Remind, newsletters, surveys and the newspaper.		Campus Principal	Increase in parent attendance.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	Students that have not met passing standard on the 8th grade STAAR Math or Reading will receive accelerated instruction to meet a passing standard, fulfilling the SSI requirement.

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Clay Hudgins	Principal
District-level Professional	Teresa Ressler	Special Programs Coordinator
Parent	Jayson Zahradnik	Parent
Community Representative	Nita Sulak	Community Member
Classroom Teacher	Kimberly Vykukal	Teacher
Administrator	Denise Minks	Counselor



## Campus Funding Summary

<b>Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	1	Staff Development		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00