

Brazos Independent School District

Brazos Middle School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



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

Demographics

Demographics Summary

Due to COVID-19 we did not receive state accountability ratings for the 2019-2020 school year.

Attendance Rate

(2015-16) 96.9%

(2016-2017) 96.8%

Enrollment by Race/Ethnicity

African American 6.4%, Hispanic 53.9%, White 35.3%, American Indian 0.0%, Asian 1%, Pacific Islander 0.0%, Two or More Races 3.4%

Enrollment by Student Group

- Economically Disadvantaged 59.3%
- English Language Learners 14.2
- Special Education ** data is masked, 15 total students

Mobility Rate

(2016-2017) 8.7%

(2017-2018) 8.3%

Staff Information

- Average Years Experience of Principals with District 11.0
- Average Years Experience of Teachers: 17.8

- Average Years Experience of Teachers with District: 14.3

Staff Information Count

- Total Staff 19.6
- Professional Staff: 15.6
- Teachers 14.4
- Professional Support 1
- Campus Administration (School Leadership) 1.0
- Educational Aides: 3.9
- Total Minority Staff: 3.5

Teachers by Ethnicity

African American	0.0
Hispanic	0.3
White	14.1
American Indian	0.0
Asian	0.0
Pacific Islander	0.0
Two or More Races	0.0

Teachers by Years of Experience:	
Beginning Teachers	0.0
1-5 Years Experience	2.0
6-10 Years Experience	3.0
11-20 Years Experience	5.2
Over 20 Years Experience	4.3

Demographics Strengths

Experienced staff is a strength on our campus. Low student teacher ratio compared to state data

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 Learning

Student Learning Summary

STAAR Scores

2018-2019	BMS		State		BMS		State	
	% Passing April	% Passing May	% Passing	% Passing	% Meets	% Meets	% Masters	% Masters
6th Math		89%	79%		60%	45%	18%	20%
6th Reading		72%	66%		35%	35%	15%	17%
7th Math		84%	73%		66%	41%	29%	16%
7th Reading		86%	74%		57%	47%	38%	28%
7th Writing		80%	69%		59%	40%	32%	17%
8th Math	95%	100%	81%		66%	55%	25%	16%
8th Algebra	100%	N/A	N/A		100%	N/A	94%	N/A
8th Reading	79%	90%	77%		56%	53%	24%	27%
8th Science		90%	79%		60%	49%	30%	24%
8th Social Studies		76%	67%		46%	35%	29%	20%

Student Learning Strengths

BMS was above the state average in all 2018-2019 STAAR approaches (passing) and meets categories.

8th grade algebra students continued to excel. 100% mastered on the EOC, and 100% passing in 8th grade math,

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): BMS students are not equal to or above the Masters state average in all categories. **Root Cause:** Need to teach at a higher level and with higher expectations for all student.

Priority Problem Statements

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.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: BMS students are not equal to or above the Masters state average in all categories.

Root Cause 2: Need to teach at a higher level and with higher expectations for all student.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee 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

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 Sources: Benchmark data,
Rti Reports,
STAAR Results

Summative Evaluation: None

Strategy 1: Incorporate tutorial sessions into the school day through RTI classes to facilitate instruction and improve learning.	
Strategy's Expected Result/Impact: Students in the RTI program will show increase in academic progress and STAAR scores.	Formative
Staff Responsible for Monitoring: Campus Principal RTI Teachers Counselor	Nov
Title I Schoolwide Elements: 2.4, 2.5	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Funding Sources: None	

Strategy 2: Advisory period will continue in every school day to meet the instructional needs of struggling students.

Strategy's Expected Result/Impact: Student will have passing grades at the end of each six weeks; Assignments completed in a timely manner, Increase in STAAR results.		Formative
		Nov Jan Mar
Staff Responsible for Monitoring: Teachers, Principal, Counselor		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Improve low-performing schools	Funding Sources:	June
ESF Levers: None	None	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>		

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

Evaluation Data Sources: Benchmark data,
Rti Reports,
STAAR Results

Summative Evaluation: None

Strategy 1: Implement and utilize a comprehensive math program that emphasizes critical thinking and problem-solving to provide individualized support to students.

Strategy's Expected Result/Impact: Students will show an increase in academic progress and STAAR scores.

Staff Responsible for Monitoring: Campus Principal
Camp[us Teachers

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: The math department, will use a variety of strategies to maintain current passing scores and mastery scores on STAAR.

Evaluation Data Sources: Benchmark data,
Rti Reports,
STAAR Results

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Students will receive accelerated instruction in the needed area, resulting in meeting the necessary standard.

Staff Responsible for Monitoring: Campus Counselor
Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: Daily work,
Writing samples,
Benchmark data,
Curriculum based assessments,
Rti Reports,
STAAR Results,
lesson plans

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Students in the RTI program will show increase in academic progress and STAAR scores.

Staff Responsible for Monitoring: Campus Principal
Special Programs Coordinator

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Staff Development Title II

Formative

Nov


Jan


Mar


Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 Sources: Daily work,
 Writing samples,
 Benchmark data,
 Curriculum based assessments,
 Rti Reports,
 STAAR Results,
 lesson plans

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Students will show increase in academic progress and STAAR scores.

Staff Responsible for Monitoring: Campus Principal
 Special Programs

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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 Sources: SBEC teacher certification data





Summative Evaluation: None

Strategy 1: Professional staff will take necessary certification exams to be 100% highly qualified in the certification area.	
Strategy's Expected Result/Impact: All staff will be fully certified.	Formative
Staff Responsible for Monitoring: Principal Special Programs Coordinator HR	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Sign in sheets,
staff development certificates,
TTESS evaluation documents,
SBEC certification

Summative Evaluation: None

Strategy 1: Provide professional development to ensure vertical and horizontal curriculum alignment in all content areas.	
Strategy's Expected Result/Impact: Increase in teacher preparation and instruction that will lead to continued growth in student learning.	Formative
Staff Responsible for Monitoring: Campus Principal Special Programs Coordinator	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

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

Evaluation Data Sources: Safety Drill Documentation
Emergency Operations Plan


Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Evaluation of and improved health related activities to the staff and students.	Formative
Staff Responsible for Monitoring: School Nurse SHAC committee	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: Continue to reduce campus discipline incidents during the 2020-2021 school year.

Evaluation Data Sources: PEIMS data,
discipline reports

Summative Evaluation: None





Strategy 1: Continued communication with parents about the expectations of BMS.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Campus Principal		Nov
Title I Schoolwide Elements: 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Provide training for teachers in discipline and classroom management strategies.		
Strategy's Expected Result/Impact: A decrease in student discipline referrals.		Formative
Staff Responsible for Monitoring: Campus Principal Special Programs Coordinator		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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 2020-2021 school year.

Performance Objective 1: Meet and maintain an ADA of 97% during the 2020-2021 school year.

Evaluation Data Sources: Attendance records

Summative Evaluation: None

Strategy 1: Students are recognized for perfect attendance at the end of each school year.		
Strategy's Expected Result/Impact: An increase in ADA of not less than 97% at the end of the 20-21 school year.		Formative
Staff Responsible for Monitoring: PEIMS Clerk Campus Principal		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Notify parents of excessive absences through daily messages.		
Strategy's Expected Result/Impact: An increase in ADA of not less than 97% at the end of the 20-21 school year.		Formative
Staff Responsible for Monitoring: PEIMS Clerk Campus Principal		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  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 Sources: Sign in logs,
Parent Surveys,

Summative Evaluation: None

Strategy 1: Provide parents with opportunities to join organizations to support student activities (booster clubs, campus improvement committees, SHAC, etc.)	
Strategy's Expected Result/Impact: Increase in parent attendance.	Formative
Staff Responsible for Monitoring: Campus Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Provide parents with opportunities to attend various academic events. (meet the teacher, curriculum nights, award ceremonies.) As allowed due to COVID restrictions for the 2020-2021 school year.	
Strategy's Expected Result/Impact: Increase in parent attendance.	Formative
Staff Responsible for Monitoring: Campus Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Increase communication with parents and community through the use of Social Media, Remind, school website, newsletters, surveys and the newspaper.

Strategy's Expected Result/Impact: Increase in parent attendance.		Formative
Staff Responsible for Monitoring: Campus Principal		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: None	Funding Sources:	Jan
ESF Levers: None	None	Mar
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

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

Addendums