

White Settlement Independent School District

Brewer Middle School

2024-2025 Campus Improvement Plan



Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

Vision

Developing passion to learn ... discovering purpose for tomorrow.

Core Beliefs

We believe:

- Students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
 - A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
- Continuous professional growth is essential for student success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:

- (1) the date(s) that the CNA was reviewed and revised for the current school year,
- (2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
- (3) areas examined, and
- (4) list of multiple data sources analyzed.

Demographics

Demographics Strengths

Demographics Needs

The number of non-English speaking students, Hispanic and economically disadvantaged students is increasing. Due to these changes in demographics we switched to an inclusion model during the 2015-2016 school year. We will continue to refine our integration of special populations with further training of staff and personnel for the success of our students.

Student Achievement

Student Achievement Needs

- Reading: Continue to improve academic vocabulary; Breakdown of culturally diverse written texts; Provide interventions during school day, during Grit Time as well as before and after school tutorials. Reading was BMS problem of practice, so BMS alloted time during study hall every Friday for DEAR day (Drop Everything And Read) for thirty minutes a week.
- Writing: All 7th grade students are required to take a writing class that replaces one of their electives. BMS will continue to strengthen the focus in writing in all subject areas. Writing was identified as a district-wide problem of practice.
- Math: Concepts and use of measurements; Understanding of numbers, operations and quantitative reasoning.
- Science: Continue to develop a bridge between Math and Science so that students are more confident and successful using Math in Science. Science did show improvement from the previous year; however, system safeguards were not met in the area of science ELL.
- Social Studies: Continue to strengthen understanding of History concepts in the context of today's changing world. Social Studies did show improvement from the previous year; however, we did not meet system safeguards in Hispanic, Economically Disadvantaged and ELL.

District Culture and Climate

District Culture and Climate Needs

- Create deadlines and time-lines for timely communication with staff and parents.
- Provide parents with an online course catalogue in order to make informed registration choices.
- Schedule home visits in early Spring.
- Improve communication with parents in a timely manner.
- Utilize the WSISD volunteer list for parents to help at school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Needs

- Improving our retention rate of teachers and teaching assistants
- Hiring of new staff to occur as early in the summer months as possible in order to obtain the best selection.
- Campus hiring committee participates in hiring of new staff
- Continue to attract high quality substitute teachers to substitute when faculty teachers are absent.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Needs

- Strengthen our data analysis processes and systems.
- Continue to strengthen our enrichment curriculum and interventions system through GRIT TIME.
- Further develop the RTI process for academic and behavior support.
- As identified by staff as a campus Problem of Practice this year, BMS will increase opportunities for authentic literacy.
- Strengthen critical writing skills through cross curriculum writing with the requirement of journaling in all subjects.

Family and Community Engagement

Family and Community Engagement Needs

- Increase the number of opportunities families have to visit the school and learn about family involvement.
- Amazing Race/Scavenger Hunt in the Spring
- Incorporate Spanish Night - Give important information to Spanish Speaking families.
- Begin PTA/PTO
- Internet safety/bullying - Parent education opportunities

District Organization

District Organization Needs

The schedule limits our available time for vertical alignment, which can provide some weaknesses across grade-levels in individual departments. With the new TEKS Resource System, we will address some of those needs.

Technology

Technology Needs

Improve IPAD check-in/check-out. IPADS have now been distributed to core subject areas in an effort to further student usage.

Addition of a sound system for the gym for campus wide events.

Demographics

Demographics Summary

Brewer Middle School is a growing suburban school that serves approximately 1060 students as of September 9, 2024. Our students reside in the City of White Settlement with a portion of the City of Fort Worth (located west of Loop 820).

All demographic data will be updated after snapshot day in October.

Demographics Strengths

The strengths at Brewer Middle School lie within its diversity. The data from our demographic summary shows how BMS students can collaborate and learn along side a diverse group of peers. Students are able to learn from others outside their own races, cultures, and socioeconomic backgrounds to gain perspectives they would not have known otherwise.

Community stakeholders are also diverse. The community stakeholders include, but are not limited to; parents, business owners, neighbors, and volunteers. The diversity in our school mirrors the diversity in the White Settlement stakeholder group. Our community stakeholders share the same values as our campus administrators, staff, and students. The evidence can be seen in our campus surveys and school wide demographics data.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations.

Root Cause: Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate.

Problem Statement 2 (Prioritized): State assessment results show that Brewer Middle School students are scoring low on assessments in Domain 3.

Root Cause: More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support.

Student Learning

Student Learning Summary

Although student success is measured in many different ways, Standardized testing provided by the state is the most recognized measurement of student success. Our goal is for all students to meet passing standards and show growth in all areas of STAAR testing.

Any student who is not successful on any administered test will be provided with an intensive plan for improvement.

Below is a tabel with overall data for BMS:

	Approaches	Meets	Masters
7th Math	53%	27%	7%
7th Reading	71%	47%	19%
8th Math	54%	16%	3%
8th Reading	75%	50%	24%
8th Science	63%	32%	8%
8th Social Studies	45%	21%	10%

Student Learning Strengths

All core teachers with with an administrator and instructional coach in a weekly PLC meeting to plan for and monitor student instruction. Data is used to drive future instruction as well as interventions.

All students who did not meet standards on the 2023 STAAR assessment will be enrolled in a Math and/or Reading lab class to meet HB1416 requirements.

Thinking Maps, critical writing, the workshop model, fundamental 5 and rigor and relevance are focused on in all classes.

Students are rewarded on a weekly, monthly and yearly basis for positive results in learning, attendance and behavior.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier 1 instruction is currently not meeting the needs of all students.

Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards.

Problem Statement 2 (Prioritized): Multiple sub populations scored below standard in Domain 3 according to 2024 STAAR data.

Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards.

School Processes & Programs

School Processes & Programs Summary

BMS is organized into grade-level departments by subject. These departments meet weekly in their Professional Learning Communities (PLC's) to discuss how the curriculum will be addressed and how the data will drive their instruction. The district and campus-level administrators support each department's curriculum as long as it is standards and data-driven. Best practice Tier 1 instruction is goal for all PLC's to develop. Additionally, teachers provide Tier II intervention in the classroom and during Math and Reading Lab.

The partnership between school and home is an important component of our students' success. BMS utilizes a campus website, Facebook, Instagram, Remind, Canvas and School Status email blasts/texts/voice calls, to keep our families and community up to date on-campus events. In addition, SchoolStatus is used for teachers and staff to call home, text, email and translate if needed.

As part of the district technology initiative, Dell laptops are available for all students. The flexibility of these devices provides the teacher and student with different avenues to enrich learning. Flexibility is also key in identifying ways to close gaps and provide remediation in real-time. Smartboards are included in all classes.

WSISD curriculum is aligned with the state Texas Essential Knowledge and Skills (TEKS) which focus on college and career readiness. In addition, the district implements TEKS Resources for lateral and vertical alignment. The TEKS in math (grades 7-8), reading (grades 7-8), science (grade 8), and social studies (grade 8) are assessed through the STAAR state assessments each spring. Teacher feedback will be provided to students through classroom participation, homework and classwork, teacher-developed tests, campus-based common assessments, district developed common assessments, use of Canvas, semester exams and benchmarks.

School Processes & Programs Strengths

The BMS master schedule ensures that all grade-level core departments, SPED and ESL staff have the same PLC period, allowing them the time necessary to have a designated PLC time to collaborate and investigate the data in order to better service students. PLC's meet weekly in the PLC room with administrator and/or instructional coach present to collaborate interventions and instructional needs for goals in the classroom. Our campus and district also sends out numerous surveys asking for input on various items including a mid-year and end of year survey. Teacher and students are grouped by teams allowing teachers to have a common weekly team planning period through the master schedule to address student concerns such as academic, behavior and attendance.

Current outreach programs are listed below:

- Meet the Teacher Night
- Spring Student Showcase
- Spanish Information Night
- Spanish Heritage Celebration
- 7th and 8th Grade Awards program

- Home Visits
- Student Council community programs
- NJHS community programs
- Aim for Success
- Hope Squad
- Peer Mediators
- Community in School
- Technology Night for Parents (IT Bears)
- After School Clubs
- Invicta

All teachers have a SMART Board.

Technology TEKS are implemented across the campus.

- Hold all students to the state college and career readiness standards.
- Weekly grade level PLC's to discuss strategies, student achievement, intervention strategies, and individual student goals.
- Common planning periods for all grade-level core subject areas.
- Focused meetings utilizing disaggregated data to individualize student instruction.
- Bear time in the daily schedule to meet the varying academic needs of our students in all STAAR tested subjects.
- Specific academic interventions are offered for those students identified by RTI during Bear time.
- Common curriculum through TEKS Resource.
- STAAR math and STAAR reading teachers help fill gaps and provide additional remediation for students struggling in this area.
- Homework Club as a tutoring option is available to **all** students three times weekly.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Curriculum is implemented but not to the rigor and relevance needed.

Root Cause: The rigor of Tier 1 instruction was not developed and implemented to the depth necessary for student success.

Perceptions

Perceptions Summary

The BMS staff establishes and maintains positive relationships with our students, parents, and community. Our administrative team is dedicated to being visible, available, and ready to address any needs and/or concerns that may arise. Our counselors are dedicated to meeting the needs of our students and will provide counseling focusing on the WSISD Character Traits of respect, integrity, judgment, confidence, responsibility, sportsmanship, honesty, courtesy, and perseverance. The focus on ensuring that our students have the tools necessary to be successful in the classroom and in life contributes to the safe and positive school culture and climate. All staff is empowered to address misbehavior as it occurs which ensures that our students exhibit respect and responsibility at all times. Students are an integral part of ensuring our campus is a safe and productive place to learn by reporting unsafe behaviors promptly.

BMS recognizes staff with leadership qualities. These staff members are placed in positions such as TEAM lead, Department Head, Communications Lead, Website Coordinator, UIL Leader, etc.

Students are encouraged to become, and remain, active participants in our various clubs and organizations, and to take pride in being a Brewer Bear. Academic success is of utmost importance at BMS and is supported through our after school Homework Club. Homework Club always has certified core subject teachers available to assist students with their needs. Other teachers are also present to help administer tests and to provide individualized instruction in various content areas. Before school tutoring is also available on an individual basis. Transportation is provided for students who have current bus riding privileges through the transportation department.

All teachers and staff at BMS meet the federal highly qualified guidelines. As new teachers are hired, those who are new to the profession are given a mentor and automatically placed in the WSISD first year teacher mentor program.

Continued professional development trainings are provided for all staff at the district and campus levels throughout the school year and summer ensuring that our staff truly are life long learners. The focus of the trainings offered are determined by staff input and research-based instructional best practices. Implementation of skills developed through professional development will be observed through walkthroughs conducted by campus administrators, instructional dialogue in weekly department planning meetings (PLC's) and early release planning meetings as well as through increased student achievement.

The partnership between school and home is an important component of our students' success. Our staff will respond to all calls and emails within 24 hours using the SchoolStatus system to ensure strong communication is maintained. BMS utilizes a campus website, access to Canvas and Skyward to see grades, BehaviorFlip to inform them about any behavior issues, messages from Student Conductor to inform the parent about any tardies or fines that their student receives, teacher web pages, Facebook, Instagram, Twitter, email blasts, and automated calling systems to keep our families and community up to date on campus events.

NJHS and Student Council participate in community projects and outreach programs.

Perceptions Strengths

- Highly qualified teachers and staff.
- Research based professional development provided by WSISD Curriculum and Professional Development Department in addition to trainings through Region XI Service Center.
- New teacher mentor/mentee program and "Buddy" teachers.
- Varying leadership opportunities.
- Multiple trainings provided based on needs of the campus.
- BMS has a 1:1 ratio of students to computers as a part of the district technology initiative.
- District child care available for children of district employees.
- Schedule pick up during summer
- Meet the Teacher Night
- Spanish Information Night
- Hispanic Heritage celebration
- BMS Showcase in the Spring
- Black History Celebration in February
- Open House for incoming 7th graders in Spring
- 7th and 8th Grade Awards program
- Student Council community programs
- NJHS community programs
- Aim for Success

Results from the 2023-2024 Staff and Parent Survey administered, show we have positive perceptions in the areas of safety, instruction, approachability, and morale.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent and family involvement surveys said 70% parents feel like they were communicated with effectively in the area of assignments and homework.

Root Cause: School status need to be utilized more effectively to reach all parents.

Priority Problem Statements

Problem Statement 1: Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations.

Root Cause 1: Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate.

Problem Statement 1 Areas: Demographics

Problem Statement 2: State assessment results show that Brewer Middle School students are scoring low on assessments in Domain 3.

Root Cause 2: More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Tier 1 instruction is currently not meeting the needs of all students.

Root Cause 3: The quality of Tier 1 instruction has not met the rigor of the grade level standards.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Multiple sub populations scored below standard in Domain 3 according to 2024 STAAR data.

Root Cause 4: The quality of Tier 1 instruction has not met the rigor of the grade level standards.

Problem Statement 4 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results




Goals

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.




Performance Objective 1: Increase student growth, including special populations in all areas within the state and federal accountability system. 100% of all students will meet or exceed the approaches level on all STAAR tests(7/8 Reading, & Math; 8th Science & Social Studies) for all groups and subgroups.





High Priority

Evaluation Data Sources: Benchmarks, CFA's, & STARR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to evaluate current assessment data (CFA, Benchmarks, STAAR, universal screeners) to analyse student needs. Data will be analyzed in weekly TEAMing/PLC meetings to refine whole group instruction and identify individual intervention needs.</p> <p>Strategy's Expected Result/Impact: Increase in results on C.F.A., district benchmarks, universal screeners, & STAAR scores Decrease in failures Earlier identification of struggling learners Streamline process for SPED referrals</p> <p>Staff Responsible for Monitoring: BMS Administration Instructional Coaches PLC/Department Heads Teachers (TEAMing & RTI documents will provide evidence)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Training over Supplemental ESL strategies and substitutes to cover classes while teachers take the ESL exam. - WSISD General Fund</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 2 Details	Reviews				
<p>Strategy 2: Provide quality Tier 1 instruction through our block schedule. Provide Tier 2 & 3 interventions in all core subject areas in 7th and 8th grade, using proven instructional strategies during LAB, pullout services, teacher push in support, and Homework Club. Tutorials will be provided by highly qualified certified staff or personnel that are currently part of education collegiate programs. Provide parents with literature and resources so they can support their student with positive study habits and get them "middle school ready."</p> <p>Strategy's Expected Result/Impact: Nine Weeks Failure Report C.F.A., Benchmark & STAAR data Tutorial log I.E.P Progress Reports Growth in low performing SE's/TEKS</p> <p>Staff Responsible for Monitoring: BMS Administration, Instructional Coaches, Writing, Reading, Math, Science, and History Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2 Funding Sources: Tutoring - Title I Funds - \$14,000</p>	Formative			Summative	
	Oct	Dec	Feb	Apr	
	<div data-bbox="1444 207 1549 305"></div> <div data-bbox="1591 207 1696 305"></div> <div data-bbox="1738 207 1843 305"></div>	<p>Strategy 3 Details</p> <p>Strategy 3: Increase special education and 504 inclusion help by providing support in all core subjects, as well as continue to train and improve the inclusion support. *Monitoring failure reports, System Safeguards, walk-throughs, lesson plans, student performance data, *Accommodations provided to individual teachers through case managers</p> <p>Strategy's Expected Result/Impact: Increase in percentage of student' year growth in all tested subjects. Staff Responsible for Monitoring: SPED Coordinator, BMS Administration, SPED Teachers, Teachers, Teaching Assistants</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2 Funding Sources: - Special Education Funds</p>	Reviews		
Formative			Summative		
Oct	Dec		Feb	Apr	
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Strategy 4 Details	Reviews			
<p>Strategy 4: Provide additional support and opportunities for students to advance to Masters or demonstrate a year's plus growth on state assessments.</p> <p>*Advanced Math classes allow students to test up. (Example: Algebra I)</p> <p>*Honors classes provide instruction for students that may be in between Masters and Meets but still learn at an accelerated pace.</p> <p>*Lab intervention groups designed to improve student's who received did not meet state standards on the STAAR assessments.</p> <p>Strategy's Expected Result/Impact: A higher level of Masters's level performance as well as an increase in students showing a year's growth.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue








Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations. Root Cause: Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate.</p> <p>Problem Statement 2: State assessment results show that Brewer Middle School students are scoring low on assessments in Domain 3. Root Cause: More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support.</p>

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 2: Students will have access to beginning level CTE classes in 7th and 8th grade in order to advance to BHS and be eligible for internships their 11th and 12th grade year.






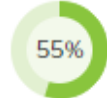
Evaluation Data Sources: Student attendance in CTE courses
Student continuance in related CTE course at BHS







Strategy 1 Details	Reviews			
<p>Strategy 1: Through the master schedule 100% of students at Brewer Middle School will take a CTE class earning 1t least one credit for high school.</p> <p>Strategy's Expected Result/Impact: Increased funding for CTE classes including staff. If 8th graders take beginning principles classes at the middle school level, this will allow them the opportunity at internships both their junior and senior year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p> <p>Title I: 2.5 -</p>	Formative			Summative
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Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.





Performance Objective 1: Brewer Middle School will provide a safe and drug-free environment that promotes academic success, self-responsibility, citizenship, and pride for interpersonal growth. This will be measured by a 90% approval rating on surveys.

Evaluation Data Sources: Student Survey
 Teacher Survey
 Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement safe and drug free activities through Red Ribbon Week, Anti-Bullying Week and Capturing Kids Heart. Increase cultural awareness through International Fall Festival, Spanish Heritage Celebrations, and the Celebration of Black History Month. BMS also installed vape sensors in restrooms to curtail usage of vape pens on campus.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance, decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Counselors Student Council Sponsor Hope Squad</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Campus General Fund</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain a positive office referral system through Minga. Students are recognized for displaying positive behavior by displaying their pictures on the Wall of Fame, grade level competition points, a positive phone call home and a treat.</p> <p>Strategy's Expected Result/Impact: Online BehaviorFlip system collects discipline data and provides opportunities for teachers to restore relationships. Monitored by administration and RTI -TEAM.s</p> <p>Reduction in 425 PEIMS data Staff, Parent, Student surveys</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: BehaviorFlip - Campus General Fund - \$3,500</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Brewer Middle School will work to maintain a 95% student attendance rate each month. Data Binders kept by all 3rd period teachers that includes communication with parents on attendance. TEAM meetings will address initial attendance issues. Attendance challenges with winners receiving incentives and rewards. Attendance plan developed with students and parents.</p> <p>Strategy's Expected Result/Impact: Increased student involvement, higher STAAR scores in all performance areas, increase in campus rating</p> <p>Staff Responsible for Monitoring: Administrators, Student Support Coaches, Teachers and Attendance Clerk.</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a comprehensive counseling services which will include response services through individual referrals and small group programs. Provide preventative services concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles as well as digital citizenship expectations.</p> <p>Strategy's Expected Result/Impact: Assessment data: counselor's log, Reduction in PEIMS 425 records, HOPE Squad, Peer Mediation digital citizenship curriculum, Teen Leadership, Boys Town, Why Try group and random checking of campus and bus videos.</p> <p>Staff Responsible for Monitoring: BMS Administration, Mental Health Counselor, Counselors, BMS Teachers, behavior support team</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Peer Mediation Training/Program, Supplies(paper, school supplies), student incentives - WSISD General Fund</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

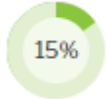
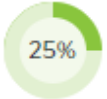





Strategy 5 Details	Reviews			
<p>Strategy 5: Offer leadership programs for Student Council Members, Bear Ambassadors(Office Aides), HOPE Squad, Art Club, E-Sports Club, drama club, athletics, all fine arts and National Junior Honor Society Members. Programs include: Peer Mediation, Rhythm, NJHS Stars, PALS, Community in school, and Invicta.</p> <p>Strategy's Expected Result/Impact: Peer education and support, Reduction in PEIMS 425 records, leadership training in and out of school. Volunteer opportunities for Student Council and NJHS</p> <p>Staff Responsible for Monitoring: Student Council, Bear Ambassador, Eco Club, HOPE squad, Peer Mediation and NJHS Sponsors</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: recycling cart, pens for NJHS, - Campus General Fund</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				


 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.


Performance Objective 2: BMS will effectively communicate with parents in multiple ways.

Evaluation Data Sources: Parent survey
 School status
 Parent attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Brewer Middle School send a weekly SMORE newsletter to parents to stay updated on the latest activities, events, and great things happening at BMS. The weekly newsletter is shared via school status, website, and social media.</p> <p>Strategy's Expected Result/Impact: Parents will be more involved and up to date.</p> <p>Staff Responsible for Monitoring: Randy Summerhill</p> <p>Title I: 4.1</p> <p>Funding Sources: Sound System - Title I Funds - \$1,750</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule pick-up and informational literature were distributed over a period of a week to ensure all students and families had ample time to pick up schedules and receive proper information.</p> <p>Strategy's Expected Result/Impact: Guests will feel welcomed into the building and part of a positive culture and climate</p> <p>Staff Responsible for Monitoring: BMS Administration and Office Staff</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Literature on Ready for Middle School was purchased to provide strategies to parents and students on how to navigate middle school for academic success.</p> <p>Strategy's Expected Result/Impact: Parents and students will have strategies available for success in middle school.</p> <p>Staff Responsible for Monitoring: BMS administration</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Title I Funds - \$1,538.21</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A	N/A		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning




Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. **Root Cause:** The quality of Tier 1 panning has not met the rigor of the grade level standards.


Problem Statement 2: Multiple sub populations scored below standard in Domain 3 according to 2024 STAAR data. **Root Cause:** The quality of Tier 1 panning has not met the rigor of the grade level standards.


Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.


Performance Objective 1: BMS will build and strengthen efficient and effective processes. This will be measured by a 90% approval rating on surveys.


Evaluation Data Sources: Staff Surveys
Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain written processes for key systems and events in our staff and student handbooks and share with staff and parents on our website and through class by end of the first nine weeks. Monitoring Behavior Flip data of RTI by TEAM Digital TEAM notes for teachers on Attendance, Behavior, and Grades weekly. Tardy Documentation Data Binders Digital Citizenship Completion School Status for all communication with parents. Remind 101 for up to date reminders for staff. Weekly PLCs to maintain cohesion between departments and instructional coaches. Updated avenues for information: social media, student and teacher Canvas page.</p> <p>Strategy's Expected Result/Impact: Improved attendance and academic results and consistency on staff. Staff Responsible for Monitoring: BMS Administration, TEAM(RTI teachers), Counselors, Department Heads</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress



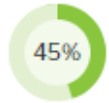
 Accomplished


 Continue/Modify


 Discontinue


Goal 4: Meet district requirements pertaining to professional development in order to develop and improve effective teaching practices, instructional leadership, and improved student results.


Performance Objective 1: 100% of professional development activities will focus on improving achievement of all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide PLC Support to ensure staff is implementing strategies with fidelity based on student data that drives their Tier 1 instructional practices and Tier II & III interventions on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores and student achievement</p> <p>Staff Responsible for Monitoring: BMS Administration, Instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Reading Plus - Title I Funds</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue






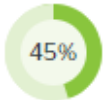
Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: State assessment results show that Brewer Middle School students are scoring low on assessments in Domain 3. Root Cause: More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support.</p>

Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: BMS will identify, grow and retain qualified staff to build capacity at all levels. 100% of all staff will be highly qualified.

Evaluation Data Sources: Semester and periodic staff surveys
End of year retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies on multiple sites, and maintaining a webpage.</p> <p>Involve entire departments in hiring process when possible..</p> <p>Strategy's Expected Result/Impact: Stability in personnel and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Administration, Counselors, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain an effective teacher leader and mentor system in order to assist in the retention of highly qualified staff members.</p> <p>Strategy's Expected Result/Impact: Lower turnover due to teachers feeling connected and supported</p> <p>Positive feedback on the staff survey</p> <p>Staff Responsible for Monitoring: Brewer Middle Administration, Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for all campus employees to participate in the decision-making process. Communicate effectively with teachers and staff including the "why" behind decisions.</p> <p>Strategy's Expected Result/Impact: Evident in CLC feedback, campus survey Staff Responsible for Monitoring: BMS Administration</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide teacher affirmations during staff meetings, weekly slides and Teacher/Employee of the Month/Year. *Continue Sunshine Club to recognize birthdays, hospital stays, and honor staff appreciation days.</p> <p>Strategy's Expected Result/Impact: Weekly Slides, notes of praise, awards/plaques, Grade Level Involvement Staff Responsible for Monitoring: BMS Administration, Student Council, Communication Director, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Refreshments served at all faculty meetings - Activity Account Funds</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct recruitment activities to ensure qualified paraprofessionals. Activities will include participating in job fairs, posting vacancies on multiple sites, and maintaining a webpage.</p> <p>Strategy's Expected Result/Impact: An effective inclusion environment for students with IEP's and 504 plans. Staff Responsible for Monitoring: SPED</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

State Compensatory

Budget for Brewer Middle School

Total SCE Funds: \$490,856.00

Total FTEs Funded by SCE: 6.16

Brief Description of SCE Services and/or Programs

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Personnel for Brewer Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abigail Solis	Teacher	0.14
Allison Grinstead	Teacher	0.14
Ashley Smith	Teacher	0.14
Brock West	Teacher	0.14
Bryan Michler	Assistant Principal	0.15
Crystal Barnes	Teacher	0.14
Dawn Collins	Instructional Coach	1
Dawn Young	Teacher	0.14
Diana Hughes	Teaching Assistant	0.5
Garrett Bitters	Teacher	0.14
Joseph Gonzalez	Teaching Assistant	1
Karis Paige	Teacher	0.14
Kyle Kelly	Teacher	0.14
Lauren Wallis	Instructional Coach	0.4
Leana McTaggart	Teacher	0.14
Linda Julien	Teacher	0.14
Maria Vega	Assistant Principal	0.15
Monica Chancellor	Teacher	0.14

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Naomi Biedenbach	Teacher	0.14
Noemy Sarmiento	Teacher	1
Randi Gibson	Teacher	0.14

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brianna Buschbaum	Teaching Assistant	Title I	1.0
Denise Benton	Instructional Coach	Title I	.5

Campus Funding Summary

WSISD General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training over Supplemental ESL strategies and substitutes to cover classes while teachers take the ESL exam.		\$0.00
2	1	4	Peer Mediation Training/Program, Supplies(paper, school supplies), student incentives		\$0.00
Sub-Total					\$0.00
Campus General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2	BehaviorFlip		\$3,500.00
2	1	5	recycling cart, pens for NJHS,		\$0.00
Sub-Total					\$3,500.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutoring		\$14,000.00
2	2	1	Sound System		\$1,750.00
2	2	3			\$1,538.21
4	1	1	Reading Plus		\$0.00
Sub-Total					\$17,288.21
Special Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Activity Account Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Refreshments served at all faculty meetings		\$0.00
Sub-Total					\$0.00