Carrollton-Farmers Branch Independent School District

Bush Middle School

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: April 26, 2022

Demographics

Demographics Summary

Barbara Bush Middle School is a Title 1 school serving grades 6-8. We are located primarily within the city of Irving, but also have parts in Coppell and Farmers Branch. it is a unique community in Valley Ranch. The campus serves around 750 students and have increased our enrollment over the past 2 years. There is a small amount of home construction in the attendance zone, which is a contributor to increased enrollment. BBMS is a diverse community with the following demographics:

BBMS Student Demographics

- 43% African American
- 15% Asian
- 26% Hispanic
- 10% White
- 6% 2 or More Races

- 54% Economically Disadvantaged
- 14.5% Special Education
- 13.9% Gifted & Talented
- 14.5% English Language Learner
- 5.5% 504
- 5.4% Homeless

BBMS Professional Staff Demographics

African American   26%
Asian   3%
Hispanic   9%
White   62%

BBMS has experienced a slight drop in Economically Disadvantaged, but may be due to pandemic time resources being available, and believe that number is actually higher. There has been an increase in our EL numbers as well as our Homeless numbers. Although the numbers for this school year are not available, the campus continues to be a school of high mobility and transiency.

A significant portion Las Colinas business community is in our attendance zone, but with limited interaction. There is a long-standing relationship with Citi, but the pandemic has caused us to put a pause on activities. BBMS is looking forward to rebuilding our interactions.

There is a significant number of students that walk to and from school, and 10 buses that run each day due to the size of our attendance zone.

BBMS has 5 feeder elementary schools (Riverchase, Freeman, Landry, Las Colinas, and La Villita) with each having a unique population and demographic. BBMS serves as the only

feeder for Ranchview High School.

Demographics Strengths

BBMS notable demographic strengths:

- The true diversity of our population serves as a strength of our campus. Not only racially, but religiously, economically, and situational. Students will develop skills through learning and being a member of this diverse community that will serve them well in their paths ahead.
- Enrollment has increased consistently over the previous 2 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Homeless population has increased significantly over the past 2 years. **Root Cause:** The increase in homelessness can be attributed to the Global COVID Pandemic, coding procedures due to individual circumstances shared by each family, and a connection to school for safety and stability.

Problem Statement 2 (Prioritized): The demographics of our staff does not mirror the demographics of our students. **Root Cause:** Hiring practices are inclusive and intentionally seek diverse candidates, at times with limited number of applicants to fill open positions.

Problem Statement 3: The staff has engaged in limited professional development related to equity and culturally relevant instructional practices . **Root Cause:** Needs this year focused on supporting students' return to the school environment and being able to re-acclimate to school structure, expectations, and interactions.

Student Learning

Student Learning Summary

Due to the COVID pandemic, we were not able to assess students on the STAAR assessment for the Spring 2020 administration. Since then it has been challenging to not only assess student learning during this time but also difficult to address students' deficits. Students learning remotely from March 2020 to May 2020 and STAAR testing was canceled. During the fall of 2020 51% of our students returned to traditional learning with modifications while the other 49% continued to learn remotely. Due to this structure and absences due to illness, there were a variety of disruptions to the learning environment for this school year. In the fall of 2021, there was a full return traditional schooling, but the student learning deficits were evident. The focus became more on getting students back into the habits of traditional schooling and addressing the social-emotional needs of students.

BBMS utilized data from STAAR, MAP, and Grades to address Student Learning. In review of multiple data points and when compared to other Middle Schools in the district, BBMS ranks in the middle consistently in 3rd spot.

BBMS is in its fifth year of fully implementing de-tracking allowing all students to access the rigorous instruction leading to college-ready coursework. Although GT students take IDS for Social Studies and ELA, all students are engaged in Honors level curriculum in all content areas and at all grades, with the exception of Math which starts the tracking process in the 8th grade with the option of Algebra or 8th Grade Math.

The following is data reviewed for Student Learning:

2021 STAAR

Test	Total Students	Scale Score	Approaches	Meets	Masters
STAAR Grade 6 Reading	185	1548	56.2%	26.5%	12.8%
STAAR Grade 7 Reading	179	1614	60.9%	39.7%	20.1%
Grade 8 Reading	183	1667	78.7%	45.4%	17.5%
STAAR Algebra I	85	1580	98.82%	89.41%	72.94%
Grade 6 Mathematics	188	1585	57.5%	28.2%	11.7%
Grade 7 Mathematics	30	1519	20%	3.3%	0%
Grade 8 Mathematics	150	1610	46.6%	22%	6.7%
Grade 8 Science	187	3753	57.2%	34.2%	18.2%
Grade 8 Social Studies	186	3647	55.4%	28%	13.4%

2022 STAAR

Test	Total Students	Scale Score	Approaches	Meets	Masters
STAAR Grade 6 Reading	252	1549	59.13%	28.57%	15.48%
STAAR Grade 7 Reading	265	1666	72.08%	46.79%	31.32%
Grade 8 Reading	227	1698	81.06%	50.22%	30.40%
STAAR Algebra I	85	4641	98.82%	89.41%	72.94%
Grade 6 Mathematics	251	1585	61.75%	25.50%	9.16%
Grade 7 Mathematics	12	1494	16.67%	0%	0%
Grade 8 Mathematics	394	1635	59.64%	27.41%	9.39%
Grade 8 Science	227	3846	64.76%	36.56%	19.38%
Grade 8 Social Studies	227	3941	72.25%	44.05%	28.19%

ELA:

2021-2022

6th Grade ELA - All Students

Assessment	Approaches	Meets	Masters
Previous Year STAAR	56.77 (2)	26.20 (3)	13.10 (3)
Fall MAP	40.5 (3)	20.5 (3)	11.8 (4)
Winter MAP	62.0 (4)	38.0 (3)	10.1 (4)
Spring MAP	61.5 (4)	28.3 (4)	13.3 (4)
DCFA / District Assessment	62.4 (2)	38.3 (3)	15.4 (3)
DCFA / District Assessment	65.2 (3)	45.1 (3)	20.1 (3)
DCFA / District Assessment	51.9 (2)	31.6 (2)	10.7 (3)

7th Grade ELA - All Students

Assessment	Approaches	Meets	Masters
Previous Year STAAR	64 (3)	40 (2)	21.5 (2)
Fall MAP	77.6 (2)	47.4 (2)	25.7 (2)
Winter MAP	72.5 (2)	38.6 (2)	16.3 (3)
Spring MAP	66.3 (5)	38.3 (2)	17.9 (3)
DCFA / District Assessment	23.6 (6)	0 (6)	0 (6)
DCFA / District Assessment	70.8 (1)	40.6 (1)	40.6 (1)
DCFA / District Assessment	61.7 (4)	28.3 (3)	28.6 (3)

8th Grade ELA - All Students

Assessment	Approaches	Meets	Masters
Previous Year STAAR	78.69 (1)	45.36 (2)	14.49 (3)
Fall MAP	83.9 (1)	49 (4)	20.9 (3)
Winter MAP	19.0 (4)	46.8 (2)	80.0 (3)
Spring MAP	33.7 (1)	44.4 (4)	78.1 (2)
DCFA / District Assessment	79 (1)	46.2 (1)	46.2 (1)
DCFA / District Assessment	63 (3)	30.7 (5)	14.8 (5)
DCFA / District Assessment	52.7 (4)	34.4 (6)	16.7 (4)

Math:

2021-2022

6th Grade Math - All Students

Assessment	Approaches	Meets	Masters
STAAR	56.84 (5)	26.50 (4)	9.83 (2)
Fall MAP	65.3 (5)	27.4 (2)	5.9 (4)
Winter MAP	59 (5)	24.9 (2)	4.8 (3)
Spring MAP	55.8 (5)	24.2 (4)	6.5 (3)

7th Grade Math - All Students

Assessment	Approaches	Meets	Masters
STAAR	N/A	N/A	N/A
Fall MAP	66.8 (6)	30.5 (3)	10 (2)
Winter MAP	65.7 (5)	28.4 (3)	9.8 (2)
Spring MAP	65.9 (4)	32.1 (3)	11.7 (3)

8th Grade Math - All Students

Assessment	Approaches	Meets	Masters
Previous Year STAAR	39.93 (5*)	16.67 (5*)	5.21 (4*)
Fall MAP	52.8 (5)	5.4 (6)	0 (3)
Winter MAP	59 (5)	11.1 (3)	1.7 (1)
Spring MAP	59.5 (5)	16.4 (3)	2.6 (1)

8th Grade Algebra - All Students

Assessment	Approaches	Meets	Masters
Previous Year STAAR	86.5 (5)	62.5 (5)	40.4 (5)
Fall MAP	97.3 (6)	68.0 (5)	29.3 (5)
Winter MAP	98.6 (6)	83.6 (4)	56.2 (3)
Spring MAP	98.8 (6)	91.4 (3)	76.5 (3)

The data shows the significance of the "COVID Slide" when comparing the two data points. A significant drop was noted in all subject areas between the 2019 and 2021 assessments, but growth in 2022.

Also, this data show there is a significant achievement gap between Economically Disadvantaged & African American populations and White & Asian populations.

7th grade STAAR Math numbers are a result of 7th grade general education students taking the 8th grade STAAR exam due to our de-tracking initiative.

Student Learning Strengths

Student Learning Strengths

BBMS has a teaching staff that is dedicated to high achievement, continuous improvement, and a student-centered mentality. Students overcome many challenges and learn at high

levels.

 Student Learning Strengths:

1. Growth is evident in data across grade levels and content areas.

2. The BBMS 8th grade Social Studies STAAR and MAP Scores are the highest in the district.

43 Although ranked 5th out of 6th, 8th grade Math STAAR Scores include all 7th grade students as well, taking the 8th grade STAAR their 7th grade year.

4. Our EL students score high compared to their peers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Longitudinal data shows a significant achievement gap between African American & Economically Disadvantaged students and their White & Asian peers. **Root Cause:** There is a limited engaging/relatable curriculum for students, not appealing to visual learners and kinesthetic learners. Students are coming in with deficits in their knowledge and the curriculum does not account for this. It is not meeting students where they are. There is also limited vocabulary component for some content areas.

Problem Statement 2 (Prioritized): Based on Teacher perceptions reflected in the UpBeat Survey, only 48% of teachers believe that students are engaged. Based on Student perceptions reflected in the Panorama Survey, only 50% of students are engaged. **Root Cause:** Student engagement is continuously battling multiple distractions including technology, social media, social interactions, etc. This may also be paired with learning activities that are not relevant or interesting to students.

School Processes & Programs

School Processes & Programs Summary

In partnership with the District and training over the summer, BBMS came to the 2021-2022 school year prepared to focus on Lesson Design and the PLC Process. Although the challenges brought by the school year blurred the focus at times, BBMS established and implemented a new Lesson Design planning format which was utilized across the campus. Core content areas implemented the PLC Framework during their PD Period time and showed growth in the data. The campus looks to continue to build and improve on the process.

Teachers built strong relationships with District Support Personnel, most notably with the Math department. This being the first year with the AVID program, the AVID Coordinator worked closely with the district AVID Coordinator to start the program in a positive way. Time was dedicated during Faculty Meetings over the course of the year for AVID Updates.

The New Teacher Mentor program was implemented by Instructional Facilitators. They provided ongoing support and hosted optional meetings over the course of the year for additional support in specific areas. New this year, they also added social opportunities for new staff to engage not only with each other but with other members of the BBMS staff. The team is preparing for the teacher shortage that is materializing in the profession.

Although procedures and protocols in place, the challenges of COVID and the school year led to making adjustments including changes in morning, lunch, and dismissal procedures. One example is that "one-way" traffic was implemented for a period of time to support structure and address hallway behavior during passing periods.

School Processes & Programs Strengths

BBMS notable strengths in Processes & Programs:

- New Lesson Design was implemented across the campus
- Some PLC groups work effectively and efficiently in reviewing data and making instructional data-driven decisions.
- Teachers have a dedication to ensuring the success of students and a strong urgency to implement the best instructional practices in every classroom and for all students
- Teachers are highly qualified, and highly motivated, continue to advance their careers, and attend professional development to sharpen their skills.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As evidenced by MAP & Failure Data with Gradebook Observation, some like subject teaching partners are not consistently implementing the curriculum. **Root Cause:** Like subject teaching partners not engaging in PLC, lesson planning, and lack of accountability.

Problem Statement 2 (Prioritized): Based on local and national trends, there is a teacher shortage that will create a need for not only improved and innovative recruiting strategies, but also improved ongoing support for teachers. **Root Cause:** Factors influencing the decline of people pursuing education as a career.

Problem Statement 3 (Prioritized): There is inconsistency in how discipline is managed in the hallways and classrooms. **Root Cause:** Different priorities and procedures in varying classrooms breed inconsistency from one teacher to the next.

Perceptions

Perceptions Summary

BBMS continues to have a positive campus culture and climate within the staff. In the wake of COVID, partnering with students, families, and the community has presented a challenge. The main focus remains student academic, emotional, and social well-being, but student behavior during the 2021-2022 school year saw increases in needs and discipline. We entered this school year with the mindset that the year was going to be back to normal which caused problems as we did not return to normal, but more significant behavior issues. Teachers believe in the students and each other,

Families for the most part show support for the school, but it is primarily from a distance. Families support the school by supporting the growth of their students from home and by attending performances, however, families that consistently engage with the school are few. PTA continues to be supportive, but securing individuals to fill the leadership roles that make up the PTA Leadership on the campus is a challenge. This limits PTA in the services that they are able to provide. Based on UpBeat survey results, only 36% of teachers believe that Parents and Teachers work together as partners. There is a commitment to increase in parent involvement and engagement across the board.

One of the core values of BBMS is Service in Action and it has become the culture of the building. BBMS students "think globally, and act locally". Students and staff continuously look for opportunities to not only give back to our community but the world.

Perceptions Strengths

Notable strengths for perceptions:

- The BBMS Staff is a very caring group of educators that believe in the work that we do.
- The BBMS Staff is quick to support each other both in the school and out of the school.
- Our students and staff continuously look for ways to give back.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 21% of BBMS teachers feel that rules for student behavior are consistently enforced by teachers. **Root Cause:** Varied priorities for numerous school rules allow for varied enforcement paired with the perception of a lack of accountability from administration.

Problem Statement 2 (Prioritized): Only 55% of BBMS Teachers feel physically safe at school for students, and 60% feel physically safe at school for teachers. **Root Cause:** Less structure during passing period leading to more disruptive behavior possibly due to stunted socialization.

Problem Statement 3 (Prioritized): 36% of BBMS teachers feel that Parents and Teachers at our school work together as partners. **Root Cause:** Families are not actively engaged with the school. We also have limited opportunities of ways for families to engage with the school.

Priority Problem Statements

Problem Statement 6: Longitudinal data shows a significant achievement gap between African American & Economically Disadvantaged students and their White & Asian peers.
Root Cause 6: There is a limited engaging/relatable curriculum for students, not appealing to visual learners and kinesthetic learners. Students are coming in with deficits in their knowledge and the curriculum does not account for this. It is not meeting students where they are. There is also limited vocabulary component for some content areas.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: As evidenced by MAP & Failure Data with Gradebook Observation, some like subject teaching partners are not consistently implementing the curriculum.
Root Cause 7: Like subject teaching partners not engaging in PLC, lesson planning, and lack of accountability.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 1: 21% of BBMS teachers feel that rules for student behavior are consistently enforced by teachers.
Root Cause 1: Varied priorities for numerous school rules allow for varied enforcement paired with the perception of a lack of accountability from administration.
Problem Statement 1 Areas: Perceptions

Problem Statement 5: The demographics of our staff does not mirror the demographics of our students.
Root Cause 5: Hiring practices are inclusive and intentionally seek diverse candidates, at times with limited number of applicants to fill open positions.
Problem Statement 5 Areas: Demographics

Problem Statement 2: Based on Teacher perceptions reflected in the UpBeat Survey, only 48% of teachers believe that students are engaged. Based on Student perceptions reflected in the Panorama Survey, only 50% of students are engaged.
Root Cause 2: Student engagement is continuously battling multiple distractions including technology, social media, social interactions, etc. This may also be paired with learning activities that are not relevant or interesting to students.
Problem Statement 2 Areas: Student Learning

Problem Statement 8: Based on local and national trends, there is a teacher shortage that will create a need for not only improved and innovative recruiting strategies, but also improved ongoing support for teachers.
Root Cause 8: Factors influencing the decline of people pursuing education as a career.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Only 55% of BBMS Teachers feel physically safe at school for students, and 60% feel physically safe at school for teachers.
Root Cause 9: Less structure during passing period leading to more disruptive behavior possibly due to stunted socialization.
Problem Statement 9 Areas: Perceptions

Problem Statement 3: There is inconsistency in how discipline is managed in the hallways and classrooms.

Root Cause 3: Different priorities and procedures in varying classrooms breed inconsistency from one teacher to the next.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 36% of BBMS teachers feel that Parents and Teachers at our school work together as partners.

Root Cause 4: Families are not actively engaged with the school. We also have limited opportunities of ways for families to engage with the school.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Planning and decision making committee(s) meeting data

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Guiding Objectives

Revised/Approved: August 4, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: BBMS Math & Reading teachers in grades 6-8 will have fully implemented 75% DDI structures around PLCs, lesson plans, and instructional strategies by the end of the 2022-2023 school year

High Priority

HB3 Guiding Objective

Evaluation Data Sources: PLC Meeting Data and Agendas
Data from: District Interim Assessments / MAP / STAAR
TIL/DDI meetings
PLC data through surveys and PLC plans
Gradebook Reviews
Posted Lesson Designs

Strategy 1 Details	Reviews			
Strategy 1: Implement components of DDI and the TIL framework, with a focus on Math and ELA.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will increase knowledge and implementation of skills necessary in using data to drive instruction which will allow them to target students with learning deficits to address their needs and also allow them to implement enrichment activities to assist with student growth.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team and Departmental Leadership **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** PLC materials, books/bookstudy - 211 Title I - $4,000				

Strategy 2 Details	Reviews			
Strategy 2: Core content areas will implement all District Interim Assessments and effectively use PLC to analyze assessment data to inform instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Implementing District Interim Assessments will allow teachers more immediate feedback allowing adjustments to instruction strategies in order to meet the needs of students. This data will also inform teachers of student needs of various grade-level TEKS.
    Staff Responsible for Monitoring: Administrative Team and Departmental Leadership
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers
    Problem Statements: Demographics 2 - Student Learning 1, 2
    Funding Sources: Instructional Specialists - 211 Title I - $40,711				

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

Goal 1 Problem Statements:

Demographics
Problem Statement 2: The demographics of our staff does not mirror the demographics of our students. **Root Cause**: Hiring practices are inclusive and intentionally seek diverse candidates, at times with limited number of applicants to fill open positions.

Student Learning
Problem Statement 1: Longitudinal data shows a significant achievement gap between African American & Economically Disadvantaged students and their White & Asian peers. **Root Cause**: There is a limited engaging/relatable curriculum for students, not appealing to visual learners and kinesthetic learners. Students are coming in with deficits in their knowledge and the curriculum does not account for this. It is not meeting students where they are. There is also limited vocabulary component for some content areas.
Problem Statement 2: Based on Teacher perceptions reflected in the UpBeat Survey, only 48% of teachers believe that students are engaged. Based on Student perceptions reflected in the Panorama Survey, only 50% of students are engaged. **Root Cause**: Student engagement is continuously battling multiple distractions including technology, social media, social interactions, etc. This may also be paired with learning activities that are not relevant or interesting to students.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: BBMS will improve the performance of sub-populations not meeting academic targets 10% by May 2023.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: District Interim Assessments
STAAR
MAP
Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement data-driven instruction in all content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be able to determine individual students' instructional deficiencies and adequately create a plan of action to address their needs.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team and Departmental Leadership				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Develop and improve student access to academic supports including tutorials, campus, and academies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have the opportunity to receive support in the knowledge and skills that they struggle with in sessions that are tailored to their individual growth. This will not only lead to student success on subsequent assessments for these skills but will also give students the ability to practice and demonstrate their understanding of skills in any context delivered to them.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team and Departmental Leadership				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Tier 2 and Tier 3 Intervention- small group tutors - 211 Title I - $13,000, Books & Materials for Students in the classroom - 211 Title I - $5,089				

Strategy 3 Details	Reviews			
Strategy 3: Continue to implement technology and software into the classroom in new and innovative ways. Continue to practice a balance that assists with student collaboration, progress monitoring, and exploratory learning.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: This process will increase engagement in the classroom and give students more tools that will assist in them acquiring the skill necessary to show mastery of the content. **Staff Responsible for Monitoring:** Administrative Team and DLS **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Educational digital tools (calculators, earbuds, software) - 211 Title I - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: Implement Professional Development regarding strategies to assist lowest-performing students, relationship building, differentiated instruction, culturally-relevant teachers, critical thinking, and data-driven instruction.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: This will allow us to develop knowledge and skills to better meet the needs of these students **Staff Responsible for Monitoring:** Administrative Team and Departmental Leadership **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 5 Details	Reviews			
Strategy 5: Develop and implement an effective RtI/MTSS structure to provide academic and behavioral support to meet the needs of students in the lowest-performing sub-populations.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: This will allow us to better meet the academic needs of our lowest				

performing students resulting in higher achievement on assessments across the campus.
Staff Responsible for Monitoring: Administrative Team and Departmental Leadership

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Learning 1

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

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Longitudinal data shows a significant achievement gap between African American & Economically Disadvantaged students and their White & Asian peers. **Root Cause**: There is a limited engaging/relatable curriculum for students, not appealing to visual learners and kinesthetic learners. Students are coming in with deficits in their knowledge and the curriculum does not account for this. It is not meeting students where they are. There is also limited vocabulary component for some content areas.
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School Processes & Programs
Problem Statement 1: As evidenced by MAP & Failure Data with Gradebook Observation, some like subject teaching partners are not consistently implementing the curriculum. **Root Cause**: Like subject teaching partners not engaging in PLC, lesson planning, and lack of accountability.
Perceptions
Problem Statement 1: 21% of BBMS teachers feel that rules for student behavior are consistently enforced by teachers. **Root Cause**: Varied priorities for numerous school rules allow for varied enforcement paired with the perception of a lack of accountability from administration.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2023, BBMS will have consistently implemented 100% of all processes, routines, and procedures in regards to safety, security, and discipline.

Evaluation Data Sources: Discipline Data
UpBeat Survey Results
Incidents Reports
PD/Training Schedule
Safe Schools

Strategy 1 Details	Reviews			
Strategy 1: Implement all safety and security procedures established by the district including completing all safety drills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The campus will be fully prepared to address safety and security concerns that may arise	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team and District Security Team				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				
Strategy 2 Details	Reviews			
Strategy 2: Utilize resources provided by the Safety & Security Department to ensure compliance with EOP, training, safety drill, and other legislative requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will allow us to ensure that we have the resources necessary to meet the needs of all in our care in the event of an emergency.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: 21% of BBMS teachers feel that rules for student behavior are consistently enforced by teachers. **Root Cause**: Varied priorities for numerous school rules allow for varied enforcement paired with the perception of a lack of accountability from administration.

Guiding Objective 3: Optimize Community Engagement

Goal 1: BBMS will develop an effective and positive partnership with our families and our community to better meet the needs of our students, families, and community. We want to increase community partnership by 10% during the 2022-2023 school year.

Evaluation Data Sources: Increase in family involvement
Event participation
UpBeat Survey

Strategy 1 Details		Reviews			
Strategy 1: Increase the number of school and community partnerships by 10%.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increasing community partnerships will provide more opportunities to meet the needs of our students and families.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team and PTA					
Problem Statements: Perceptions 3					

Strategy 2 Details		Reviews			
Strategy 2: Increase the number of opportunities to connect our families and our community via social media, events, and partnerships.		**Formative**			**Summative**
Strategy's Expected Result/Impact: This will create greater involvement and buy-in from our families and community.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, PTA					
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					
Problem Statements: Perceptions 3					
Funding Sources: Community/parent activities - 211 Title I - $1,500					

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

Goal 1 Problem Statements:

Perceptions
Problem Statement 3: 36% of BBMS teachers feel that Parents and Teachers at our school work together as partners. **Root Cause**: Families are not actively engaged with the school. We also have limited opportunities of ways for families to engage with the school.

Guiding Objective 3: Optimize Community Engagement

Goal 2: BBMS will increase family engagement by 10% for the 2022-2023 school year, creating more opportunities for families to engage with learning, assessments, and programming.

Evaluation Data Sources: Calendar of Events
UpBeat Survey
Parent Surveys
Event Participation and Attendance (ticket sales)

Strategy 1 Details	Reviews			
Strategy 1: Schedule and implement opportunities for Parent/Family Education on topics that are relevant to the middle school years (i.e. - curriculum, social and emotional development, parenting, high school opportunities, post high school opportunities, etc.)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Families will be better informed allowing more support for students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Student Services Team, and PTA **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 3 **Funding Sources:** Parent education materials and engagement activities - 211 Title I - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Conduct Progress Report Pick-Up and Meet the Teacher Events, as well as encouraging ongoing parent meetings as needed.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will increase communication between school and home resulting in higher achievement and improved behavior. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Student Services Team, and Departmental Leadership **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				

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

Goal 2 Problem Statements:

Perceptions
Problem Statement 3: 36% of BBMS teachers feel that Parents and Teachers at our school work together as partners. **Root Cause**: Families are not actively engaged with the school. We also have limited opportunities of ways for families to engage with the school.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: BBMS, in partnership with the district, will ensure that programming for socio-emotional development and support of students are implemented at 100% during the 2022-2023 school year

    Evaluation Data Sources: This will allow the school to assist with providing support and services focused on the socio-emotional needs of our students.

Strategy 1 Details	Reviews			
Strategy 1: Train all staff members on the topics of social and emotional health to help with identification and support, including Suicide Prevention, Sexual Abuse, Physical and Emotional Abuse, Dating Violence, etc.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: This will ensure that we train teachers to identify instances of suicidal ideation and abuse so that we can adequately report and respond to these instances.
    Staff Responsible for Monitoring: Student Services Team
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Develop a Homeroom plan that creates a safe space and supports the social and emotional health of our students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: This will help build a more positive culture on our campus, fostering trusting relationships that results in better social and emotional health of our students.
    Staff Responsible for Monitoring: Principal and Student Services Team
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
    Problem Statements: Perceptions 1				

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

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: 21% of BBMS teachers feel that rules for student behavior are consistently enforced by teachers. **Root Cause**: Varied priorities for numerous school rules allow for varied enforcement paired with the perception of a lack of accountability from administration.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: BBMS will implement PBIS and Restorative Practices to improve behavior and decrease out-of-school placement by 15% during the 2022-2023 school year.

Evaluation Data Sources: Discipline Data
UpBeat Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and support in order to prevent physical and verbal aggression, insubordination, and forms of bullying.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: This will allow students to engage in more academic and socio-emotional instruction by keeping them in the classroom and allowing them to learn from their behaviors without distracting from the educational process. **Staff Responsible for Monitoring:** Principal and Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement campus wide plans and support for classroom and discipline management.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will decrease incidents of disciplinary placements.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principals and Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Implement PBIS and Restorative Practices consistently (peer circles, peer juries, conflict resolution team) and provide professional development to help staff with implementing restorative practices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: This will allow students to engage in more academic and socio-emotional instruction by keeping them in the classroom and allowing them to learn from their behaviors without distracting from the educational process.
     Staff Responsible for Monitoring: Principal and Assistant Principals
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
     Problem Statements: Perceptions 1
     Funding Sources: PBIS rewards and lessons - 211 Title I - $3,000				

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

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: 21% of BBMS teachers feel that rules for student behavior are consistently enforced by teachers. **Root Cause**: Varied priorities for numerous school rules allow for varied enforcement paired with the perception of a lack of accountability from administration.

Guiding Objective 5: Optimize All Available Resources

Goal 1: BBMS will ensure 100 % of financial and personnel resources are optimized and focused on meeting the needs of all students during the 2022-2023 school year.

Evaluation Data Sources: Campus Budget
UpBeat Survey
TEAMS Reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure all financial resources are appropriately allocated and used based on the needs of the students, family, and staff.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: This will allow resources to be tailored to students, family, and staff by specified need and ensure that all financial resources are adequately used to support student academic and social-emotional growth, as well as teacher professional growth. **Staff Responsible for Monitoring:** Principal and Administrative Assistant **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development to maintain a highly productive and effective teaching staff that impacts both student achievement and social-emotional well-being.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Effective professional development will allow us to give staff members the tools to meet the needs of the students and those who we serve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Problem Statements:** School Processes & Programs 2 **Funding Sources:** AVID Summer Institute - 211 Title I - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: Develop strategies to retain quality teachers and staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retaining staff allows for increased achievement, consistency, and positive culture through the development of effective relationships. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - School Processes & Programs 2	**Oct**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1 Problem Statements:

Demographics
Problem Statement 2: The demographics of our staff does not mirror the demographics of our students. **Root Cause**: Hiring practices are inclusive and intentionally seek diverse candidates, at times with limited number of applicants to fill open positions.

Student Learning
Problem Statement 2: Based on Teacher perceptions reflected in the UpBeat Survey, only 48% of teachers believe that students are engaged. Based on Student perceptions reflected in the Panorama Survey, only 50% of students are engaged. **Root Cause**: Student engagement is continuously battling multiple distractions including technology, social media, social interactions, etc. This may also be paired with learning activities that are not relevant or interesting to students.

School Processes & Programs
Problem Statement 2: Based on local and national trends, there is a teacher shortage that will create a need for not only improved and innovative recruiting strategies, but also improved ongoing support for teachers. **Root Cause**: Factors influencing the decline of people pursuing education as a career.

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	1	1	Implement components of DDI and the TIL framework, with a focus on Math and ELA.

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Kendra Pennington	Special Education Teacher
Paraprofessional	Judith Paredes	Member
Administrator	Moniqueca Long	Assistant Principal
Community Representative	Dan Sullivan	Community/Business
Business Representative	Amy Kennedy	Community/Business
Administrator	Lacey Tilley	Principal
Administrator	Patrick Moroney	Assistant Principal
Parent	Shehnaz Nagpurwala	Parent
Parent	Dominique Walker	Parent
Business Representative	Ellen Williamson	Business Owner/Parent
Parent	Cydnei Drake	Parent
Classroom Teacher	Shelby Simmons	ELAR Teacher
Classroom Teacher	Aaron Maillet	Math Teacher
Classroom Teacher	Christine Towndrow	Fine Arts Teacher
Classroom Teacher	Lindsey Burchfield	Social Studies Teacher
Classroom Teacher	Dewey Sutton	Karate Teacher
Non-classroom Professional	Leah Farda	Counselor
Non-classroom Professional	Tiffany Bluitt	Counselor

Campus Funding Summary

			211 Title I		
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	PLC materials, books/bookstudy		$4,000.00
1	1	2	Instructional Specialists		$40,711.00
1	2	2	Tier 2 and Tier 3 Intervention- small group tutors		$13,000.00
1	2	2	Books & Materials for Students in the classroom		$5,089.00
1	2	3	Educational digital tools (calculators, earbuds, software)		$5,000.00
3	1	2	Community/parent activities		$1,500.00
3	2	1	Parent education materials and engagement activities		$2,500.00
4	2	3	PBIS rewards and lessons		$3,000.00
5	1	2	AVID Summer Institute		$5,000.00
				Sub-Total	$79,800.00
				Budgeted Fund Source Amount	$79,800.00
				+/- Difference	$0.00
				Grand Total Budgeted	$79,800.00
				Grand Total Spent	$79,800.00
				+/- Difference	$0.00