

# **Willis Independent School District**

## **Brabham Middle School**

### **2023-2024 Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

Our mission is to provide a safe environment where all stakeholders empower students' social and academic growth.

## Vision

Brabham Middle School will be a model school where all students are inspired to learn at high levels.

## Value Statement

Brabham Middle School staff is Committed to...

- Interacting with all stakeholders in a professional manner
- Encouraging one another to promote a positive school culture and create an environment where all students believe that they will learn
- Utilizing instructional resources (e.g., peers, coaches, and materials) to differentiate instruction for all learners
- Taking collective responsibility to create implement an engaging and quality curriculum
- Frequently using data to monitor and adjust instructional practices to ensure all students master essential standards

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

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

- Improvement Planning Data: District Goals
- Accountability Data: Texas Assessment Progress Report (TAPR); Student Achievement Domain; Student Progress Domain; Closing the Gap Domain; Federal Report Card Data
- Student Data Assessments: State and federally required testing information; STAAR current and longitudinal results; STAAR End-of-Course current and longitudinal results
- Student Groups: Race and ethnicity data, including number of students, academic achievement, discipline, achievement, and progress
- Special program data: Race and ethnicity, including number of students, academic achievement, discipline, achievement, and progress
- Response to Intervention (RtI) student achievement and academic progress data
- Student Behavior Data, including attendance and discipline
- Employee Data: Professional Learning Community attendance, highly qualified staff data, campus department and faculty meetings data
- Parent/Community Data: Parent surveys and/or additional feedback, parent engagement rate
- Support Systems: Organizational structure data, processes and procedures for teaching and learning, communications, budgets and expenditures

# Demographics

## Demographics Summary

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170904 - Willis ISD

### Campus : Robert P Brabham Middle

10000 Fm 830  
Willis, TX 77318  
(936) 890-2312 Phone  
(936) 856-2910 Fax

(2021-2022 PEIMS File Loaded)

## Administration

Principal: Dr. Shukella Price

Dean of Instruction: Brooke Paulson

Assistant Principal: Danielle Hunnicutt

Assistant Principal: Craig Wheaton

(2021 - 2022 Fall PEIMS file loaded 01/20/2022)

Staff Information (2021 - 2022 Fall PEIMS file loaded 01/20/2022)	Count	Percent
Administrative Support	<a href="#">12</a>	16.22%
Teacher	<a href="#">53</a>	71.62%
Educational Aide	<a href="#">9</a>	12.16%
Auxiliary	0	0.00%

10000 Fm 830

Willis, TX 77318  
 (936) 890-2312 Phone  
 (936) 856-2910 Fax  
 (2021 - 2022 Summer PEIMS file loaded )

School Population (2021 - 2022 Summer PEIMS file loaded 07/06/2022)	Count	Percent
Student Total	<a href="#">1,208</a>	100%
6th Grade	<a href="#">407</a>	33.69%
7th Grade	<a href="#">417</a>	34.52%
8th Grade	<a href="#">384</a>	31.79%
Student Demographics (2021 - 2022 Summer PEIMS file loaded 07/06/2022)	Count	Percent
Gender		
Female	<a href="#">583</a>	48.26%
Male	<a href="#">625</a>	51.74%
Ethnicity		
Hispanic-Latino	<a href="#">368</a>	30.46%
Race		
American Indian - Alaskan Native	<a href="#">3</a>	0.25%
Asian	<a href="#">12</a>	0.99%
Black - African American	<a href="#">99</a>	8.20%
Native Hawaiian - Pacific Islander	0	0.00%
White	<a href="#">679</a>	56.21%
Two-or-More	<a href="#">47</a>	3.89%
Student Programs (2021 - 2022 Summer PEIMS file loaded 07/06/2022)	Count	Percent
CTE Attendance	<a href="#">314</a>	25.99%
Gifted and Talented	<a href="#">100</a>	8.28%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	<a href="#">134</a>	11.09%
Special Education (SPED)	<a href="#">130</a>	10.76%
Bilingual/ESL		
Emergent Bilingual (EB)	<a href="#">138</a>	11.42%
Standard or Alternative Bilingual/ESL	<a href="#">130</a>	10.76%

Student Programs (2021 - 2022 Summer PEIMS file loaded 07/06/2022)	Count	Percent
Dual Language Immersion/One-Way	<a href="#">20</a>	1.66%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Risk Code	0	0.00%
Dyslexia Services Code	<a href="#">71</a>	5.88%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%
Special Education Services (2021 - 2022 Summer PEIMS file loaded 07/06/2022)	Count	Percent
Instructional Settings		
Speech Therapy	<a href="#">26</a>	2.12%
Homebound	<a href="#">1</a>	0.08%
Hospital Class	0	0.00%
Resource Room	<a href="#">32</a>	2.61%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	<a href="#">7</a>	0.57%
Self Contained	<a href="#">21</a>	1.71%
Full-Time Early Childhood	0	0.00%
Mainstream	<a href="#">83</a>	6.76%
Student Indicators (2021 - 2022 Summer PEIMS file loaded 07/06/2022)	Count	Percent
Foster Care	<a href="#">1</a>	0.08%
IGC Reviewed	0	0.00%
Intervention Indicator	<a href="#">27</a>	2.24%
Migrant	0	0.00%
Military Connected	0	0.00%
Unschooling Asylee/Refugee	0	0.00%

Student Indicators (2021 - 2022 Summer PEIMS file loaded 07/06/2022)	Count	Percent
Economic Disadvantage		
Economic Disadvantage Total	<a href="#">615</a>	50.91%
Free Meals	<a href="#">550</a>	45.53%
Reduced-Price Meals	<a href="#">65</a>	5.38%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	<a href="#">2</a>	0.17%
Doubled Up	0	0.00%
Unsheltered	<a href="#">2</a>	0.17%
Hotel/Motel	0	0.00%
Shelter	0	0.00%
Not Unaccompanied Youth	<a href="#">2</a>	0.17%
Unaccompanied Youth	0	0.00%

### Demographics Strengths

Total enrollment increased from 1,099 students to 1,208 students from 2021-2022 Fall to Summer.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Of the 51% of our students who are disadvantaged, only 28% are projected to achieve to achieve Meets Standards on the STAAR Test. **Root Cause:** Lack of culturally responsive teaching practices.



# Student Learning

## Student Learning Summary

District Name: WILLIS ISD

District ID: 170904

STAAR 3-8 Performance Report

### Approaches or Above All

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Reading																					
2022	74%	70%	65%	80%	100%	N/A	80%	74%	72%	77%	22%	70%	N/A	74%	67%	81%	52%	92%	N/A	74%	39%
2021	73%	66%	64%	79%	17%	N/A	83%	71%	69%	77%	N/A	N/A	N/A	73%	64%	82%	50%	87%	N/A	73%	41%
2019	79%	58%	77%	82%	60%	N/A	100%	74%	76%	82%	N/A	N/A	N/A	79%	72%	88%	58%	92%	100%	79%	N/A
Subject Area - Math																					
2022	60%	44%	51%	66%	50%	N/A	100%	75%	60%	61%	20%	56%	N/A	60%	51%	70%	37%	82%	N/A	60%	38%
2021	67%	54%	59%	74%	17%	N/A	100%	69%	66%	68%	N/A	N/A	N/A	67%	56%	80%	46%	80%	N/A	67%	44%
2019	87%	78%	86%	90%	40%	N/A	100%	84%	86%	88%	N/A	N/A	N/A	87%	83%	92%	74%	97%	100%	87%	N/A
Subject Area - Writing																					
2021	68%	56%	57%	76%	N/A	N/A	67%	25%	61%	78%	N/A	N/A	N/A	68%	56%	80%	43%	83%	N/A	68%	34%
2019	70%	90%	64%	72%	100%	N/A	N/A	67%	62%	79%	N/A	N/A	N/A	70%	59%	80%	50%	82%	100%	70%	N/A
Subject Area - Science																					
2022	64%	53%	52%	69%	100%	N/A	100%	73%	63%	64%	21%	67%	N/A	64%	52%	76%	44%	83%	N/A	64%	32%
2021	79%	52%	74%	86%	N/A	N/A	100%	90%	82%	76%	N/A	N/A	N/A	79%	70%	88%	59%	91%	N/A	79%	42%
2019	87%	69%	86%	90%	N/A	N/A	100%	50%	83%	91%	N/A	N/A	N/A	87%	87%	89%	68%	96%	N/A	87%	N/A
Subject Area - Social Studies																					
2022	51%	44%	37%	59%	N/A	N/A	80%	29%	59%	43%	13%	33%	N/A	51%	36%	67%	33%	70%	N/A	52%	12%
2021	71%	63%	68%	77%	N/A	N/A	100%	55%	74%	69%	N/A	N/A	N/A	71%	63%	81%	51%	86%	N/A	71%	50%
2019	75%	56%	76%	75%	N/A	N/A	100%	50%	70%	80%	N/A	N/A	N/A	75%	71%	80%	45%	89%	N/A	75%	N/A

### Approaches or Above 06

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Reading																					
2022	65%	47%	59%	70%	100%	N/A	100%	64%	61%	71%	21%	67%	N/A	65%	60%	71%	38%	88%	N/A	65%	45%
2021	69%	76%	52%	79%	100%	N/A	N/A	71%	66%	73%	N/A	N/A	N/A	69%	58%	81%	39%	86%	N/A	69%	27%
2019	69%	44%	65%	75%	50%	N/A	100%	86%	68%	71%	N/A	N/A	N/A	69%	61%	81%	44%	89%	N/A	69%	N/A
Subject Area - Math																					
2022	64%	47%	60%	67%	N/A	N/A	100%	79%	66%	63%	35%	58%	N/A	64%	58%	71%	41%	84%	N/A	64%	53%
2021	69%	56%	58%	78%	100%	N/A	N/A	64%	70%	68%	N/A	N/A	N/A	69%	58%	82%	42%	84%	N/A	69%	48%
2019	86%	74%	85%	90%	25%	N/A	100%	86%	86%	85%	N/A	N/A	N/A	86%	81%	92%	71%	97%	N/A	86%	N/A
Approaches or Above 07																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Reading																					
2022	81%	80%	69%	87%	100%	N/A	50%	94%	79%	83%	27%	60%	N/A	81%	72%	89%	58%	96%	N/A	81%	32%
2021	70%	39%	64%	77%	N/A	N/A	67%	75%	68%	74%	N/A	N/A	N/A	70%	61%	80%	47%	84%	N/A	70%	41%
2019	81%	78%	78%	82%	100%	N/A	100%	78%	80%	81%	N/A	N/A	N/A	81%	73%	89%	63%	91%	100%	80%	N/A
Subject Area - Math																					
2022	49%	45%	38%	56%	N/A	N/A	100%	50%	48%	50%	16%	50%	N/A	49%	37%	63%	26%	72%	N/A	49%	19%
2021	43%	50%	37%	45%	N/A	N/A	100%	67%	40%	47%	N/A	N/A	N/A	43%	39%	50%	38%	50%	N/A	43%	33%
2019	82%	63%	81%	84%	N/A	N/A	100%	71%	82%	82%	N/A	N/A	N/A	82%	77%	86%	70%	93%	100%	82%	N/A
Subject Area - Writing																					
2021	68%	56%	57%	76%	N/A	N/A	67%	25%	61%	78%	N/A	N/A	N/A	68%	56%	80%	43%	83%	N/A	68%	34%
2019	70%	90%	64%	72%	100%	N/A	N/A	67%	62%	79%	N/A	N/A	N/A	70%	59%	80%	50%	82%	100%	70%	N/A
Approaches or Above 08																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Reading																					
2022	77%	78%	65%	83%	N/A	N/A	80%	50%	75%	79%	19%	100%	N/A	77%	70%	83%	61%	92%	N/A	77%	35%
2021	79%	75%	78%	82%	N/A	N/A	100%	70%	75%	83%	N/A	N/A	N/A	79%	73%	85%	62%	90%	N/A	79%	62%
2019	87%	69%	88%	90%	N/A	N/A	100%	33%	81%	94%	N/A	N/A	N/A	87%	85%	92%	70%	95%	N/A	87%	N/A

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Math																					
2022	65%	39%	53%	72%	100%	N/A	100%	86%	63%	68%	7%	50%	N/A	65%	55%	76%	43%	87%	N/A	65%	29%
2021	77%	54%	71%	85%	N/A	N/A	100%	78%	75%	79%	N/A	N/A	N/A	77%	65%	88%	57%	88%	N/A	77%	48%
2019	93%	93%	90%	94%	100%	N/A	N/A	100%	90%	96%	N/A	N/A	N/A	93%	90%	96%	83%	98%	N/A	93%	N/A

Subject Area - Science																					
2022	64%	53%	52%	69%	100%	N/A	100%	73%	63%	64%	21%	67%	N/A	64%	52%	76%	44%	83%	N/A	64%	32%
2021	79%	52%	74%	86%	N/A	N/A	100%	90%	82%	76%	N/A	N/A	N/A	79%	70%	88%	59%	91%	N/A	79%	42%
2019	87%	69%	86%	90%	N/A	N/A	100%	50%	83%	91%	N/A	N/A	N/A	87%	87%	89%	68%	96%	N/A	87%	N/A

Subject Area - Social Studies																					
2022	51%	44%	37%	59%	N/A	N/A	80%	29%	59%	43%	13%	33%	N/A	51%	36%	67%	33%	70%	N/A	52%	12%
2021	71%	63%	68%	77%	N/A	N/A	100%	55%	74%	69%	N/A	N/A	N/A	71%	63%	81%	51%	86%	N/A	71%	50%
2019	75%	56%	76%	75%	N/A	N/A	100%	50%	70%	80%	N/A	N/A	N/A	75%	71%	80%	45%	89%	N/A	75%	N/A

Meets or Above All

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Reading																					
2022	46%	36%	38%	52%	50%	N/A	70%	45%	42%	52%	8%	15%	N/A	46%	36%	57%	22%	66%	N/A	47%	17%
2021	41%	30%	33%	47%	17%	N/A	83%	36%	39%	43%	N/A	N/A	N/A	41%	31%	52%	20%	55%	N/A	41%	11%
2019	47%	27%	39%	53%	20%	N/A	86%	42%	44%	50%	N/A	N/A	N/A	47%	35%	59%	18%	64%	N/A	47%	N/A

Subject Area - Math																					
2022	23%	13%	17%	25%	50%	N/A	100%	28%	22%	23%	4%	22%	N/A	23%	16%	30%	8%	37%	N/A	23%	9%
2021	30%	17%	21%	36%	17%	N/A	75%	38%	28%	31%	N/A	N/A	N/A	30%	18%	42%	13%	41%	N/A	30%	10%
2019	57%	34%	52%	63%	40%	N/A	100%	58%	59%	55%	N/A	N/A	N/A	57%	50%	68%	34%	74%	100%	57%	N/A

Subject Area - Writing																					
2021	37%	17%	23%	45%	N/A	N/A	67%	25%	32%	43%	N/A	N/A	N/A	37%	23%	50%	8%	54%	N/A	37%	6%
2019	37%	20%	25%	43%	100%	N/A	N/A	44%	28%	47%	N/A	N/A	N/A	37%	26%	49%	14%	51%	100%	36%	N/A

Subject Area - Science																					
2022	27%	16%	19%	32%	100%	N/A	50%	40%	29%	26%	9%	N/A	N/A	27%	23%	32%	12%	43%	N/A	27%	6%
2021	41%	4%	32%	51%	N/A	N/A	100%	30%	46%	35%	N/A	N/A	N/A	41%	30%	51%	16%	55%	N/A	41%	15%
2019	55%	13%	51%	60%	N/A	N/A	100%	N/A	55%	55%	N/A	N/A	N/A	55%	43%	67%	19%	72%	N/A	55%	N/A

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Social Studies																					
2022	18%	12%	13%	20%	N/A	N/A	60%	29%	24%	12%	3%	N/A	N/A	18%	10%	27%	7%	30%	N/A	19%	N/A
2021	32%	17%	28%	37%	N/A	N/A	33%	36%	39%	24%	N/A	N/A	N/A	32%	25%	39%	15%	44%	N/A	32%	7%
2019	40%	19%	37%	43%	N/A	N/A	100%	N/A	42%	38%	N/A	N/A	N/A	40%	31%	50%	8%	55%	N/A	40%	N/A

Meets or Above 06

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Reading																					
2022	34%	11%	35%	37%	N/A	N/A	67%	21%	32%	37%	3%	17%	N/A	34%	29%	40%	16%	49%	N/A	34%	25%
2021	28%	36%	22%	31%	100%	N/A	N/A	29%	30%	27%	N/A	N/A	N/A	28%	20%	37%	6%	40%	N/A	28%	2%
2019	34%	11%	26%	42%	N/A	N/A	100%	43%	34%	34%	N/A	N/A	N/A	34%	24%	44%	13%	51%	N/A	34%	N/A

Subject Area - Math

2022	27%	5%	23%	31%	N/A	N/A	100%	21%	30%	24%	N/A	25%	N/A	27%	19%	35%	10%	41%	N/A	27%	11%
2021	26%	16%	15%	34%	100%	N/A	N/A	36%	28%	24%	N/A	N/A	N/A	26%	12%	42%	5%	38%	N/A	26%	5%
2019	60%	22%	59%	66%	25%	N/A	100%	71%	64%	55%	N/A	N/A	N/A	60%	49%	74%	36%	79%	N/A	60%	N/A

Meets or Above 07

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Reading																					
2022	55%	56%	40%	63%	100%	N/A	50%	75%	49%	62%	15%	20%	N/A	55%	45%	66%	23%	78%	N/A	55%	14%
2021	47%	17%	39%	55%	N/A	N/A	67%	25%	45%	50%	N/A	N/A	N/A	47%	35%	59%	26%	60%	N/A	47%	16%
2019	46%	44%	33%	53%	100%	N/A	N/A	44%	44%	49%	N/A	N/A	N/A	46%	31%	63%	19%	63%	N/A	46%	N/A

Subject Area - Math

2022	14%	15%	10%	15%	N/A	N/A	100%	13%	11%	17%	12%	25%	N/A	14%	8%	21%	5%	23%	N/A	14%	6%
2021	6%	N/A	4%	8%	N/A	N/A	N/A	33%	6%	6%	N/A	N/A	N/A	6%	7%	4%	5%	8%	N/A	6%	N/A
2019	35%	25%	25%	41%	N/A	N/A	100%	43%	42%	27%	N/A	N/A	N/A	35%	32%	43%	20%	50%	100%	35%	N/A

Subject Area - Writing

2021	37%	17%	23%	45%	N/A	N/A	67%	25%	32%	43%	N/A	N/A	N/A	37%	23%	50%	8%	54%	N/A	37%	6%
2019	37%	20%	25%	43%	100%	N/A	N/A	44%	28%	47%	N/A	N/A	N/A	37%	26%	49%	14%	51%	100%	36%	N/A

**Meets or Above 08**

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Reading																					
2022	50%	35%	39%	57%	N/A	N/A	80%	25%	44%	57%	6%	N/A	N/A	50%	37%	64%	27%	73%	N/A	50%	9%
2021	50%	33%	43%	58%	N/A	N/A	100%	50%	46%	55%	N/A	N/A	N/A	50%	41%	61%	27%	67%	N/A	50%	21%
2019	60%	44%	57%	63%	N/A	N/A	100%	33%	54%	67%	N/A	N/A	N/A	60%	53%	69%	25%	77%	N/A	60%	N/A
Subject Area - Math																					
2022	25%	17%	18%	27%	100%	N/A	100%	43%	22%	28%	3%	N/A	N/A	25%	18%	32%	8%	42%	N/A	25%	9%
2021	46%	27%	39%	52%	N/A	N/A	100%	44%	41%	50%	N/A	N/A	N/A	46%	34%	56%	27%	56%	N/A	46%	28%
2019	71%	60%	65%	75%	100%	N/A	N/A	60%	67%	75%	N/A	N/A	N/A	71%	68%	77%	46%	84%	N/A	71%	N/A
Subject Area - Science																					
2022	27%	16%	19%	32%	100%	N/A	50%	40%	29%	26%	9%	N/A	N/A	27%	23%	32%	12%	43%	N/A	27%	6%
2021	41%	4%	32%	51%	N/A	N/A	100%	30%	46%	35%	N/A	N/A	N/A	41%	30%	51%	16%	55%	N/A	41%	15%
2019	55%	13%	51%	60%	N/A	N/A	100%	N/A	55%	55%	N/A	N/A	N/A	55%	43%	67%	19%	72%	N/A	55%	N/A
Subject Area - Social Studies																					
2022	18%	12%	13%	20%	N/A	N/A	60%	29%	24%	12%	3%	N/A	N/A	18%	10%	27%	7%	30%	N/A	19%	N/A
2021	32%	17%	28%	37%	N/A	N/A	33%	36%	39%	24%	N/A	N/A	N/A	32%	25%	39%	15%	44%	N/A	32%	7%
2019	40%	19%	37%	43%	N/A	N/A	100%	N/A	42%	38%	N/A	N/A	N/A	40%	31%	50%	8%	55%	N/A	40%	N/A

**Masters All**

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Curr Moni
Subject Area - Reading																					
2022	28%	13%	21%	32%	50%	N/A	70%	29%	23%	32%	7%	N/A	N/A	28%	20%	35%	9%	43%	N/A	28%	7%
2021	19%	9%	13%	23%	17%	N/A	33%	21%	17%	20%	N/A	N/A	N/A	19%	12%	25%	3%	28%	N/A	19%	2%
2019	24%	13%	17%	29%	N/A	N/A	86%	21%	24%	24%	N/A	N/A	N/A	24%	14%	33%	6%	36%	N/A	24%	N/A
Subject Area - Math																					
2022	5%	2%	3%	5%	N/A	N/A	29%	8%	4%	5%	N/A	6%	N/A	5%	3%	7%	1%	8%	N/A	5%	2%
2021	6%	N/A	2%	8%	N/A	N/A	75%	4%	7%	4%	N/A	N/A	N/A	6%	3%	9%	1%	9%	N/A	6%	2%
2019	19%	8%	15%	23%	20%	N/A	50%	16%	21%	18%	N/A	N/A	N/A	19%	12%	29%	7%	29%	100%	19%	N/A
Subject Area - Writing																					
2021	10%	N/A	5%	13%	N/A	N/A	33%	N/A	7%	13%	N/A	N/A	N/A	10%	5%	14%	N/A	16%	N/A	10%	N/A

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Curr Moni
2019	16%	10%	9%	20%	N/A	N/A	N/A	N/A	10%	23%	N/A	N/A	N/A	16%	9%	24%	5%	23%	N/A	16%	N/A

Subject Area - Science

2022	8%	6%	10%	7%	N/A	N/A	N/A	20%	9%	7%	N/A	N/A	N/A	8%	7%	9%	2%	14%	N/A	8%	3%
2021	14%	N/A	10%	18%	N/A	N/A	60%	N/A	18%	9%	N/A	N/A	N/A	14%	8%	20%	1%	21%	N/A	14%	N/A
2019	29%	13%	25%	32%	N/A	N/A	60%	N/A	34%	23%	N/A	N/A	N/A	29%	20%	37%	5%	40%	N/A	29%	N/A

Subject Area - Social Studies

2022	6%	8%	3%	6%	N/A	N/A	40%	14%	9%	3%	3%	N/A	N/A	6%	2%	10%	2%	10%	N/A	6%	N/A
2021	11%	N/A	7%	15%	N/A	N/A	33%	18%	16%	7%	N/A	N/A	N/A	11%	7%	16%	3%	17%	N/A	11%	N/A
2019	18%	13%	15%	19%	N/A	N/A	60%	N/A	22%	14%	N/A	N/A	N/A	18%	11%	24%	3%	24%	N/A	18%	N/A

Masters 06

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Curr Mon
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Subject Area - Reading

2022	15%	N/A	10%	18%	N/A	N/A	67%	21%	12%	18%	3%	N/A	N/A	15%	11%	20%	4%	25%	N/A	15%	4%
2021	14%	16%	10%	15%	100%	N/A	N/A	14%	15%	12%	N/A	N/A	N/A	14%	8%	20%	2%	20%	N/A	14%	N/A
2019	12%	7%	8%	14%	N/A	N/A	100%	43%	15%	9%	N/A	N/A	N/A	12%	7%	16%	2%	21%	N/A	12%	N/A

Subject Area - Math

2022	7%	N/A	3%	8%	N/A	N/A	67%	N/A	7%	6%	N/A	8%	N/A	7%	4%	9%	1%	11%	N/A	7%	2%
2021	5%	N/A	2%	7%	N/A	N/A	N/A	7%	6%	3%	N/A	N/A	N/A	5%	1%	9%	1%	7%	N/A	5%	2%
2019	24%	4%	18%	31%	N/A	N/A	100%	43%	30%	19%	N/A	N/A	N/A	24%	12%	38%	10%	37%	N/A	24%	N/A

Masters 07

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Curr Mon
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Subject Area - Reading

2022	37%	28%	26%	44%	100%	N/A	50%	38%	31%	43%	15%	N/A	N/A	37%	28%	45%	11%	55%	N/A	37%	11%
2021	25%	N/A	16%	32%	N/A	N/A	N/A	25%	21%	29%	N/A	N/A	N/A	25%	13%	36%	4%	37%	N/A	25%	3%
2019	27%	33%	14%	34%	N/A	N/A	N/A	11%	26%	28%	N/A	N/A	N/A	27%	15%	40%	7%	39%	N/A	27%	N/A

Subject Area - Math

2022	2%	N/A	2%	2%	N/A	N/A	N/A	N/A	1%	3%	N/A	N/A	N/A	2%	1%	3%	1%	3%	N/A	2%	3%
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	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mon
2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	6%	N/A	6%	7%	N/A	N/A	N/A	N/A	5%	8%	N/A	N/A	N/A	6%	7%	7%	4%	8%	100%	6%	N/A
Subject Area - Writing																					
2021	10%	N/A	5%	13%	N/A	N/A	33%	N/A	7%	13%	N/A	N/A	N/A	10%	5%	14%	N/A	16%	N/A	10%	N/A
2019	16%	10%	9%	20%	N/A	N/A	N/A	N/A	10%	23%	N/A	N/A	N/A	16%	9%	24%	5%	23%	N/A	16%	N/A
Masters 08																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mon
Subject Area - Reading																					
2022	31%	9%	28%	33%	N/A	N/A	80%	25%	26%	36%	3%	N/A	N/A	31%	23%	39%	12%	49%	N/A	31%	9%
2021	19%	8%	15%	22%	N/A	N/A	67%	30%	15%	23%	N/A	N/A	N/A	19%	17%	21%	4%	29%	N/A	19%	3%
2019	33%	13%	27%	36%	N/A	N/A	100%	N/A	30%	36%	N/A	N/A	N/A	33%	22%	41%	8%	44%	N/A	33%	N/A
Subject Area - Math																					
2022	5%	4%	3%	4%	N/A	N/A	N/A	21%	4%	5%	N/A	N/A	N/A	5%	2%	7%	1%	9%	N/A	5%	N/A
2021	10%	N/A	5%	14%	N/A	N/A	100%	N/A	13%	7%	N/A	N/A	N/A	10%	7%	13%	3%	14%	N/A	10%	3%
2019	24%	20%	18%	27%	100%	N/A	N/A	N/A	24%	23%	N/A	N/A	N/A	24%	17%	32%	6%	33%	N/A	24%	N/A
Subject Area - Science																					
2022	8%	6%	10%	7%	N/A	N/A	N/A	20%	9%	7%	N/A	N/A	N/A	8%	7%	9%	2%	14%	N/A	8%	3%
2021	14%	N/A	10%	18%	N/A	N/A	60%	N/A	18%	9%	N/A	N/A	N/A	14%	8%	20%	1%	21%	N/A	14%	N/A
2019	29%	13%	25%	32%	N/A	N/A	60%	N/A	34%	23%	N/A	N/A	N/A	29%	20%	37%	5%	40%	N/A	29%	N/A
Subject Area - Social Studies																					
2022	6%	8%	3%	6%	N/A	N/A	40%	14%	9%	3%	3%	N/A	N/A	6%	2%	10%	2%	10%	N/A	6%	N/A
2021	11%	N/A	7%	15%	N/A	N/A	33%	18%	16%	7%	N/A	N/A	N/A	11%	7%	16%	3%	17%	N/A	11%	N/A
2019	18%	13%	15%	19%	N/A	N/A	60%	N/A	22%	14%	N/A	N/A	N/A	18%	11%	24%	3%	24%	N/A	18%	N/A

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# STAAR EOC Performance Report

## Approaches or Above

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant
Subject Area - Algebra I																				
2022	98%	80%	100%	99%	N/A	N/A	100%	100%	99%	98%	100%	100%	N/A	98%	98%	99%	100%	98%	N/A	98%
2021	98%	100%	97%	99%	N/A	N/A	100%	100%	97%	100%	100%	N/A	N/A	98%	100%	97%	100%	98%	N/A	98%
2019	100%	100%	100%	100%	N/A	N/A	100%	N/A	100%	100%	N/A	N/A	N/A	100%	100%	100%	100%	100%	N/A	100%

## Subject Area - Biology

2022	99%	N/A	95%	100%	N/A	N/A	100%	100%	98%	100%	N/A	100%	N/A	99%	97%	100%	94%	100%	N/A	99%
2021	100%	100%	100%	100%	N/A	N/A	N/A	100%	100%	100%	100%	N/A	N/A	100%	100%	100%	100%	100%	N/A	100%

## Meets or Above

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant
Subject Area - Algebra I																				
2022	75%	40%	76%	76%	N/A	N/A	100%	100%	70%	82%	100%	100%	N/A	75%	64%	81%	61%	79%	N/A	75%
2021	57%	50%	62%	53%	N/A	N/A	100%	67%	58%	54%	100%	N/A	N/A	57%	60%	54%	39%	63%	N/A	57%
2019	100%	100%	100%	100%	N/A	N/A	100%	N/A	100%	100%	N/A	N/A	N/A	100%	100%	100%	100%	100%	N/A	100%

## Subject Area - Biology

2022	94%	N/A	90%	95%	N/A	N/A	100%	100%	92%	97%	N/A	100%	N/A	94%	87%	97%	82%	96%	N/A	94%
2021	91%	50%	88%	96%	N/A	N/A	N/A	100%	95%	88%	100%	N/A	N/A	91%	89%	92%	86%	93%	N/A	91%

## Masters

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Algebra I																					
2022	47%	20%	48%	46%	N/A	N/A	100%	N/A	48%	45%	100%	50%	N/A	47%	43%	48%	29%	51%	N/A	47%	40%
2021	27%	50%	26%	26%	N/A	N/A	50%	33%	33%	18%	100%	N/A	N/A	27%	25%	28%	15%	31%	N/A	27%	20%
2019	90%	50%	95%	89%	N/A	N/A	100%	N/A	89%	92%	N/A	N/A	N/A	90%	85%	92%	75%	91%	N/A	90%	N/A



	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Cur Mor
Subject Area - Biology																					
2022	25%	N/A	25%	23%	N/A	N/A	67%	N/A	24%	26%	N/A	N/A	N/A	25%	13%	30%	N/A	30%	N/A	25%	N/A
2021	31%	N/A	25%	33%	N/A	N/A	N/A	100%	42%	19%	N/A	N/A	N/A	31%	22%	35%	14%	36%	N/A	31%	N/A

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### Student Learning Strengths

- According to the Spring 2021-2022 STAAR Biology EOC assessment, 99% of students received the approaches performance level.
- According to the Spring 2021-2022 STAAR Biology EOC assessment, 94% of participating students met grade-level standards.
- According to the Spring 2021-2022 STAAR Algebra I EOC assessment, 98% of participating students received the approaches performance level.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Student assessment results indicate the need to close the gaps for our Black/African American students who consistently perform >10% lower than white students regarding academic achievement. **Root Cause:** Lack of ESL certifications and trainings regarding cultural responsiveness as diversity and inclusion in our curriculum.

**Problem Statement 2:** The campus received a "Not Rated" status; All students did not meet target for Academic Achievement Status for Math. All students also did not meet Academic Growth status for Math. **Root Cause:** Students did not meet targets due to adequate interventions and or extensions.

**Problem Statement 3:** According to the 2022-2023 BMS Accountability Report, there is not an adequate percentage of students mastering grade-level standards. **Root Cause:** Lack of effective daily 45-minute lesson planner that identifies Tier 1 instruction and evidence of learning.

# School Processes & Programs

## School Processes & Programs Summary

Brabham Middle School has continued to utilize an intensive focus on instructional planning and research-based instructional strategies. Teachers also participate in collaborative team meetings where they address the 4 critical questions of a Professional Learning Community. Teachers create common assessments and address Essential Standards for their content area. After students complete assessments, teachers determine interventions needed for students during Bobkats Time (30 minutes).

During the 2022-2023 school year, Brabham Middle School will make improvements to Bobkat Intervention Time to ensure teachers are working with students who need academic supports during the school day. Student who did not pass STAAR (HB 4545 Student List) will receive small-group interventions to ensure teachers are adequately tracking students' progress. Students will also take advantage of Exact Path during Bobkat Time. Teachers will NWEA MAPS Testing data at the BOY, MOY, and EOY to ensure students are on track to make progress towards academic growth.

Our students who are in need of special services will utilize academic assistance provided during their support facilitation, co-teach, or specialized instruction classes. Each special education teacher will ensure students are receiving Bobkat Interventions if needed by tracking data.

Our Emergent Bilingual (EB) students receive academic supports during their sheltered instruction classes and their mainstream instruction classes. Our EB staff also use Bobkat Time to provide intensive interventions when needed.

Students who have been identified as Gifted & Talented are served via honors classes and/or accelerated course work, including grade-level courses in math and science.

Our counselors provide bullying prevention, suicide prevention, and college and career readiness guidance lessons each month. Students and staff also complete Character Strong lessons each day to reinforce socio-emotional learning.

## School Processes & Programs Strengths

Every student is allotted 30-minutes each day for enrichment and/or extensions.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students are below target for each grade-level that participated in reading. **Root Cause:** Students do not spend enough time reading for enjoyment or instructional purposes.

# Perceptions

## Perceptions Summary

BMS Staff, Student, and Parent Survey:

Parents requested the following that Brabham Middle School improve communication efforts. Parents also wanted students to have less access to cell phones.

Staff requested that Brabham Middle School implement an effective model for Bobkat Time.

Students requested more celebrations for students who met school-wide expectations.

## Perceptions Strengths

Staff, students, and parents receive a "Bobkat Blast" newsletter once a month. Staff members also receive a Peek-of-the Week from the Principals' desk each Sunday.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff does not feel valued or supported during the most stressful times of the school year. **Root Cause:** Staff members were not celebrated consistently throughout the school year.

**Problem Statement 2:** Staff members were inconsistent with their adherence to professional responsibilities. **Root Cause:** Lack of collective commitments,

**Problem Statement 3:** Positive Behavior Interventions and Supports were not consistent for the 2022-2023 school year. **Root Cause:** Ineffective behavior support system used to communicate school-wide expectations for students and staff.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data

## **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
- Male / Female performance, progress, and participation data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records

## **Employee Data**

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

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

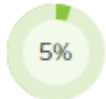



- Communications data









# Goals

**Goal 1:** All students will achieve one or more years of academic growth, at a minimum attaining meets or better on state assessments.

**Performance Objective 1:** The achievement gaps between the proficiency levels of all students within the identified subgroups will decrease by at least 20% in all subjects by the end of the 2023-2024 school year.

**Evaluation Data Sources:** This objective will be evaluated by dividing the total number of 2024 "meets grade level" scores by the total number of 2024 tests taken.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborative teams will create systems for collecting student information (accommodations, modifications, etc.) and monitoring progress at the beginning of the school year to provide information essential for understanding the student's learning gaps and unique mindset. <b>Strategy's Expected Result/Impact:</b> The information collection process engages teachers and students and helps set the stage for an effective learning environment. <b>Staff Responsible for Monitoring:</b> Campus Administrators, RtI Team, Instructional Coaches, PLC's and Team Leaders. <b>Funding Sources:</b> Instructional Coaches - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Leadership Team will work with the teachers and other intervention staff to implement and monitor a process to ensure intervention time provides high-need students support in reading and math, as needed. <b>Strategy's Expected Result/Impact:</b> Monitoring of unit tests, CFA's, and other data to ensure all subgroups are meeting "meets grade level" <b>Staff Responsible for Monitoring:</b> Administrative Team, ELA, and Math Faculty and Instructional Coaches. <b>Funding Sources:</b> Instructional Coaches - SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The leadership team and Instructional Coaches will conduct 'walk-throughs' with a data collection tool to observe instruction and provide timely feedback to teachers. <b>Strategy's Expected Result/Impact:</b> Create a rigorous learning environment through anecdotal teacher information, lesson plans evolving, walk-through, and T-TESS data. <b>Staff Responsible for Monitoring:</b> Administrative Team, Assistant Superintendent of Innovation, Teaching and Learning, Dyslexia Specialist, Instructional Coaches, and Faculty.  <b>Funding Sources:</b> Instructional Coaches - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement Writing Across the Curriculum through the Fundamental Framework in core subjects at least twice a week. <b>Strategy's Expected Result/Impact:</b> Students become more proficient with their academic writing. <b>Staff Responsible for Monitoring:</b> All staff.  <b>Funding Sources:</b> Instructional Coaches - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue Bobkat Time (RTI/Enrichment) four days a week. <b>Strategy's Expected Result/Impact:</b> Meet individual student needs based on understanding of essential standards. <b>Staff Responsible for Monitoring:</b> All staff.  <b>Funding Sources:</b> Exact Path - ESSER - \$7,200	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Monitor CFA, MAP, and other pertinent formative data and results for each core subject area in all grades levels through the Data Protocol Analysis process. <b>Strategy's Expected Result/Impact:</b> Increase in core subject growth in CFA, MAP, and STAAR scores and intentional targeted instruction. <b>Staff Responsible for Monitoring:</b> All staff.  <b>Funding Sources:</b> Instructional coaches - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** All students will achieve one or more years of academic growth, at a minimum attaining meets or better on state assessments.

**Performance Objective 2:** Student Attendance rate will increase by 2 percentage points by April 2024.

**Evaluation Data Sources:** An overall attendance rate of 94% will be achieved and maintained.


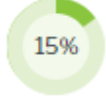




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Attendance Coalition committee will review attendance and design campus wide incentives. <b>Strategy's Expected Result/Impact:</b> Increase in attendance rates. <b>Staff Responsible for Monitoring:</b> Behavior Coalition, Administrative Team, Faculty, and Parents.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Partner with PTO to provide students with incentives to encourage and celebrate high attendance. <b>Strategy's Expected Result/Impact:</b> Increase in attendance rate <b>Staff Responsible for Monitoring:</b> Administrative Team	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 1:** All students will achieve one or more years of academic growth, at a minimum attaining meets or better on state assessments.

**Performance Objective 3:** Increase the African American sub-population "meets" grade-level performance in reading by 20% during the 2023-2024 school year.


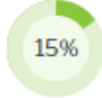




**Evaluation Data Sources:** Success will be evaluated by comparing the 2022-2023 scores to the 2023-2024 scores for the AA subgroup to see if there was a 20% increase overall.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will monitor targeted students to ensure mastery of essential standards. <b>Strategy's Expected Result/Impact:</b> Targeted student scores will increase. <b>Staff Responsible for Monitoring:</b> All staff.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Bobkat Time to focus on foundation gaps for essential standards. <b>Strategy's Expected Result/Impact:</b> Increase student scores. <b>Staff Responsible for Monitoring:</b> All staff.  <b>Funding Sources:</b> Instructional Coaches - SCE, ESL Para - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** All students will achieve one or more years of academic growth, at a minimum attaining meets or better on state assessments.

**Performance Objective 4:** Increase the White sub-population "meets" grade-level performance in reading by 20% during the 2023-2024 school year.






**Evaluation Data Sources:** Success will be evaluated by comparing the 2022-2023 scores to the 2023-2024 scores for the White subgroup to see if there was a 20% increase overall.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will monitor targeted students to ensure mastery of essential standards. <b>Strategy's Expected Result/Impact:</b> Improve student reading by providing independent prereading strategies building student confidence while closing the reading gap. <b>Staff Responsible for Monitoring:</b> All staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Bobkat Time to focus on foundation gaps for essential standards. <b>Strategy's Expected Result/Impact:</b> Increase student scores. <b>Staff Responsible for Monitoring:</b> All staff.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** All students will achieve one or more years of academic growth, at a minimum attaining meets or better on state assessments.

**Performance Objective 5:** Increase the Special Education sub-population "meets" grade-level performance in Reading by 10% during the 2023-2024 school year.








**Evaluation Data Sources:** Success will be evaluated by comparing the 2022-2023 scores to the 2023-2024 scores for the SpEd subgroup to see if there was a 10% increase in Reading overall.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tracking teachers will design and implement progress monitoring and growth data tracking systems that ensure targeted students' intervention time is effective and coordinated.  <b>Strategy's Expected Result/Impact:</b> Students served by Special Education will make growth on essential standards as shown by CFA data and reviewed by Data Protocol Analysis meetings Students served by Special Education will make growth in MAP scores and this data will drive intervention plans that will result in growth in STAAR scores <b>Staff Responsible for Monitoring:</b> Tracking Responsibility Teachers, Teachers of Record, Special Education Inclusion staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2:** All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities during the 2022-2023 school year.

**Performance Objective 1:** By May 2024, 95% of parents will feel that communication between school and the home was satisfactory or better as measured by the survey sent at the end of the year.







**Evaluation Data Sources:** Campus Monthly Newsletter  
Campus Survey  
District Blackboard  
Teacher and Administrator Call Logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parents will receive a SMORE Newsletter each month with content-related items and campus events. <b>Strategy's Expected Result/Impact:</b> Instructional Coaches will provide up-to-date content information for SMORE each month. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Administrative Team, Department Chairs, and Faculty. <b>Funding Sources:</b> - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use call-out systems, monthly newsletter, e-mail Twitter, and Facebook to communicate with parents. <b>Strategy's Expected Result/Impact:</b> Increase in parent satisfaction with school communication on 2023-2024 parent survey. <b>Staff Responsible for Monitoring:</b> Campus Administration and Faculty. <b>Funding Sources:</b> - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to make parent phone calls as a positive reward for student achievement. <b>Strategy's Expected Result/Impact:</b> Campus Administration and Faculty. Increase in parent satisfaction with school communication on 2023-2024 parent survey. <b>Staff Responsible for Monitoring:</b> Campus Administration and Faculty. <b>Funding Sources:</b> - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** All staff will be prepared to support student achievement.

**Performance Objective 1:** 100% of teachers will attend at least six campus-based and three district curriculum professional development sessions during the 2023-2024 school year.

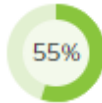




**Evaluation Data Sources:** Professional Development Worksheet Request  
Certificates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Send professional staff to Region 6 and 4 ESC's for professional development sessions in their content areas: (a) Teachers attend Solution Tree professional development conferences and (b) administrator attend Rice Institute for Leadership Partners.  <b>Strategy's Expected Result/Impact:</b> Increase in new strategies used in the classroom to promote student and teacher engagement.  <b>Staff Responsible for Monitoring:</b> Admin and IC's.  <b>Funding Sources:</b> IC's - Local, Title II	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide EGO's (Extended Growth Opportunities) for teachers on campus during their conference period or after school at least once a semester using Instructional Coaches.  <b>Strategy's Expected Result/Impact:</b> See strategies in the classroom and lesson plans.  <b>Staff Responsible for Monitoring:</b> Admin and IC's  <b>Funding Sources:</b> IC's - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** All staff will be prepared to support student achievement.

**Performance Objective 2:** 100% of teachers will implement research-based strategies during Bobkat Time for interventions and/or enrichment at least 30 minutes four days per week during the 2023-2024 school year.







**Evaluation Data Sources:** Bobkat Time Walkthroughs Google Document  
The teacher team data tracking sheets  
Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Send teacher leaders to PLC Conference during the 2023-2024 school year. <b>Strategy's Expected Result/Impact:</b> Increase in mastery of Essential Standards. <b>Staff Responsible for Monitoring:</b> Admin and IC's  <b>Funding Sources:</b> Guiding Coalition - 199 - General Fund - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 4:** All district funds will be utilized for programs that ensure the success of every student.

**Performance Objective 1:** Campus improvement initiatives will prioritize 100% of funding decisions made by the campus administration during the 2023-2024 school year.




**Evaluation Data Sources:** The campus budget audit evaluating line by line alignment between budget spending and campus improvement plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to assess each department during the spring to determine needs. <b>Strategy's Expected Result/Impact:</b> Needs Assessments turned in and evaluated. <b>Staff Responsible for Monitoring:</b> District and Campus administration  <b>Funding Sources:</b> - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to assess all expenditures to determine if funds support the campus goals and make recommendations for future planning. <b>Strategy's Expected Result/Impact:</b> Requisitions support campus goals.  <b>Funding Sources:</b> - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


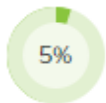




**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 1:** Decrease PEIMS coded disciplinary incidents by 15% for the 2023-2024 school year.

**Evaluation Data Sources:** Weekly discipline reports  
Discipline Incidents

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use the PBIS program school-wide. Teachers model expected behaviors and reward students for exhibiting desired behaviors. <b>Strategy's Expected Result/Impact:</b> Decrease in minor behaviors being referred due to tier 1 strategies embedded. <b>Staff Responsible for Monitoring:</b> All staff. <b>Funding Sources:</b> - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct research-based Tier 1 & 2 behavior strategies training for the faculty. <b>Strategy's Expected Result/Impact:</b> Increased behavioral interventions in the classroom. PBIS strategies become part of classroom culture as evidenced by walk-through data. Restorative practices become embedded into informal and formal redirects/office referrals. Behavior Support Program tracks student data and persistent misbehaviors decrease with targeted students. <b>Staff Responsible for Monitoring:</b> Administration, Behavior Coach, and Counselors. <b>Funding Sources:</b> - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Review the posted Bobkat classroom and campus expectations with all students. <b>Strategy's Expected Result/Impact:</b> Increase in students adhering to tier 1 procedures/practices and expectations. Decrease in minor office redirects/referrals. Teacher classroom management plan alignment. Campus incentive programs developed with PBIS Committee to promote expected behaviors. Development of character education component to support expectations. Development of academic tutorial tardy incentive plan. <b>Staff Responsible for Monitoring:</b> Counselors, Teachers and Administrators.	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize Behavior Specialist in classrooms and to lead support programs for students in need of behavior interventions. <b>Strategy's Expected Result/Impact:</b> Persistent misbehaviors decrease. Increased support for teachers in building capacity for classroom behavior strategies. PBIS training for campus faculty by Behavior Specialist. Increased data collection for BIP/BAP interventions. Behavior RtI Committee monthly meeting to review tier 2 and tier 3 behavioral concerns/interventions. <b>Staff Responsible for Monitoring:</b> All staff.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement district UPWARD program to grow student self-awareness and reflection on strategies to change behavior with positive supports. <b>Strategy's Expected Result/Impact:</b> Decrease in overall office redirects/referrals through learned strategies of Restorative Practices. Increase in students voluntarily implementing learned strategies to resolve conflict/crisis. Decrease in PEIMS reportable office referrals. Decrease in total lost class time by each student. Increase in student self-efficacy in solving and averting disciplinary concerns. Increase in the strategies necessary for positive behaviors to become the norm for students who experience a higher incidence of referred behaviors. Decrease in repeated offenses. <b>Staff Responsible for Monitoring:</b> Administrators, Behavior Coach/Specialist  <b>Funding Sources:</b> - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 2:** Establish and maintain a close partnership with district administration and parents to provide for a safe school environment regarding the use of Rave Panic Button, hazards of vaping, mental health awareness, and updated security cameras.

**Evaluation Data Sources:** Monthly safety training and reports will indicate a decrease in campus incidents from the previous month.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct Safety drills and Rave Panic Button briefing to incorporate a lock down response but also an "option-based" approach. An option-based approach means that there are different actions educators and students can take if confronted by an active shooter/intruder (e.g., run away, keep out, and hide).  <b>Strategy's Expected Result/Impact:</b> Providing a constant flow of information to everyone inside the building can allow opportunities to safely evacuate the building. <b>Staff Responsible for Monitoring:</b> Campus Safety Administrator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase Vaping and DAB PEN awareness through research-based educational programs that include students, parents, and teachers. <b>Strategy's Expected Result/Impact:</b> Decrease initiation of student Vaping and DAB PEN use and prevent health issues related to the substance. <b>Staff Responsible for Monitoring:</b> The Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure the campus is free of harassment and bullying by providing video footage evidence . <b>Strategy's Expected Result/Impact:</b> Deter rule-breaking and illicit behaviors by students on school grounds	Formative			Summative
	Nov	Jan	Mar	June

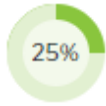




					
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

**Goal 6:** Increase the percent of graduates that meet College Career, or Military readiness (CCMR) requirement from 47% to 52% by August 2024.

**Performance Objective 1:** Increase in Career & Technology Education courses offered to three courses by August 2024.

**HB3 Goal**

**Evaluation Data Sources:** Willis ISD Career & Technology Education Center  
(TEDS) Code Table C022 - Texas Education Agency  
Master Schedule

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Work closely with district CTE director to effectively utilize his expertise in the proper alignment of courses and impact student performance. <b>Strategy's Expected Result/Impact:</b> Create more elective opportunities in the course catalog.  <b>TEA Priorities:</b> Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Brabham Middle School

**Total SCE Funds:** \$1,500.00

**Total FTEs Funded by SCE:** 2

### Brief Description of SCE Services and/or Programs

TEKS Resource- Standards and alignment program that is readily available for all core teachers. Edmentum - A modular program that is aligned with student level according to their current grade-level.

## Personnel for Brabham Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angela Skains	Instructional Coach	1
Desiree DeFrance	Instructional Coach	1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Guiding Coalition		\$3,000.00
Sub-Total					\$3,000.00
Local, Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	IC's		\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$0.00
1	1	2	Instructional Coaches		\$0.00
1	1	3	Instructional Coaches		\$0.00
1	1	4	Instructional Coaches		\$0.00
1	1	6	Instructional coaches		\$0.00
1	3	2	Instructional Coaches		\$0.00
1	3	2	ESL Para		\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	2	IC's		\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	5			\$0.00
Sub-Total					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Exact Path		\$7,200.00
Sub-Total					\$7,200.00