

Pflugerville Independent School District

Bohls Middle School

2025-2026

Accountability Rating: C



Board Approval Date: October 16, 2025
Public Presentation Date: September 18, 2025

Mission Statement

Broncos have an unwavering dedication to create a safe and inclusive educational community while nurturing a growth mindset to foster lifelong learners who discover their fullest potential.

Vision

Bohls Broncos cultivate leaders who serve with courage and integrity to transform our community. We will be Unstoppable!

Value Statement

Campus Motto: “Be the change in our world with service before self and excellence in everything you do...Be Unstoppable!”

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Bohls Middle School opened in August 2021 as the seventh and newest middle school campus in Pflugerville ISD. The initial Fall 2022 enrollment was 803 students across 6th-8th grade, and grew to an enrollment of 844 students by the spring of 2025. The campus is named after one of the community's founding families and is built on land that included one of the Bohls family's first farms. Bohls Middle School is located in a fast growing area of the city and has a projected enrollment of 871 students for the fall semester of 2025. We are a minority-majority campus as we have 83% non-white students.

Student Demographics - Bohls Middle School (Source: OnDataSuite)				
	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	803	885	862	830
Hispanic-Latino	49.4%	50.6%	49.0%	51.45%
White	21.9%	19.9%	19.5%	17.11%
Black-African American	14.3%	15.4%	19.1%	16.14%
Asian	8.5%	8.8%	10.7%	9.64%
Two or More Races	5.5%	5.1%	5.9%	5.18%
Native Hawaiian - Pacific Islander	0.4%	0.2%	0.5%	.48%
American Indian - Alaskan Native	0.0%	0.0%	0.5%	0.0%

Bohls Middle School Population (Source: OnDataSuite)

	2021-2022	2022-2023	2023-2024	2024-2025
6th Grade	39.4% (316)	33.2% (294)	32.1% (276)	30.36% (252)
7th Grade	33.5% (269)	36.6% (324)	31.1% (268)	35.42% (294)
8th Grade	27.2% (218)	30.2% (267)	36.9% (318)	34.22% (284)

Bohls Middle School is a Title I campus with 49% of students identified as economically disadvantaged as of October 2025, an increase of 1 percentage point from the prior year. Of students, Emergent Bilingual students comprise 28%, 17% receive special education services, 11% are identified as Gifted and Talented, 9% receive dyslexia services and/or accommodations, and 11% qualify for services under Section 504. 60% of Bohls Middle School students are considered Academic At Risk students .

Student Special Program Identification/Participation - Bohls Middle School

(Source: BMS TAPR & OnDataSuite)

	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	44.3%	47.8%	47.5%	49%
Emergent Bilingual	25.7%	28.5%	31.5%	27.7%
At-Risk	55.6%	53.8%	59.84%	60%
Special Education	10.8%	12%	13.8%	16.5%
Gifted & Talented	11.1%	11.2%	12.4%%	11.3%
Dyslexia	6.0%	6.1%	8.4%	8.9%
Section 504	9.4%	11.2%	10%	10.8%
Immigrant	1.2%	1.3%	2.5%	2.1%

Student Special Program Identification/Participation - Bohls Middle School

(Source: BMS TAPR & OnDataSuite)

Homeless	1.5%	0.68%	0.7%	1%
Migrant	0.0%	0.0%	0.0%	0.0%
Mobility Rate	15.6%	11.3%	(will be reported 2024-2025 TAPR)	(will be reported 2025-2026 TAPR)

Our Average Daily Attendance rate for the 2024-2025 school year is 94.05%. This percentage is slightly lower than the district middle school average. Our previous year's ADA during the 2023-2024 school year was 94.46%, above the district's middle school average of 93.5%. In comparison there is less than a percentage point decrease from the previous year.

Staff

Bohls Middle School maintains a goal of hiring staff who represent the diversity of our student population and community.

Staff Information (Source: BMS TAPR and OnData Suite)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total	72	80	70	76	77
Professional Staff	89%	89.2%	89.5%	89%	89%
Teachers	73%	74%	72%	75%	76%
Professional Support	10%	9.9%	10.6%	10%	6.5%
Campus Administration	5.6%	5.1%	6.9%	5%	6.5%
Educational Aides	11%	11%	10.5%	11%	10.3%
Total Minority	41.6%	45.6%	36.3%	49%	40%

In our first year, 67.5% of BMS teachers identified as white, while 78% of students identified as an ethnicity other than white. Currently, 54% of BMS teachers identify as white, while 83% of our students identify as an ethnicity other than white. Because of this, Bohls Middle School teacher demographics are not representative of our goals for staff to student demographics.

Teacher Demographics - Bohls Middle School (Source: BMS OnDataSuite)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Teachers	61.5	59.5	55	60	60
African American	7.9%	14%	13.4%	20%	19.2%
Hispanic	22.7%	25%	20.2%	29%	24.7%
White	67.5%	56%	64.5%	47%	54.3%
American Indian	0%	0%	0%	0.1%	0.0%
Asian	1.9%	2%	0.1%	0%	0.0%
Pacific Islander	0%	0%	0%	0%	0.0%
Two or More Races	0%	3%	1.8%	4%	1.8%

When Bohls MS opened, new to the profession and experienced teachers were hired to fulfill the responsibilities. Most teachers hired had 6 to 30 years of teaching experience.

Teachers by Years of Experience (Source: OnDataSuite)				
	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	2.5%	10.5%	6%	1%
1-5 Years Experience	36.5%	23.9%	59.5%	29.8%
6-10 Years Experience	23.9%	22.3%	21%	14.3%
11-20 Years Experience	31%	32.3%	7%	19.5%
21-30 Years Experience	6.1%	10.9%	6%	7.8%
Over 30 Years Experience	0.0%	0%	.5%	1.3%

BMS aspires to be a positive environment that attracts highly qualified teachers and maintains a high retention rate.

Teacher Retention (Source: OnDataSuite)				
	2021 - 2022	2022 -2023	2023 - 2024	2024 - 2025
Retention From Prior Year %	0%	68.9%	90%	90%
Mobility New to Campus %	0%	9.8%	.3%	1.6%

Teacher Retention (Source: OnDataSuite)				
Mobility Left Campus %	0%	3.3%	.5%	1.6%
New to District %	0%	26.2%	18%	8.3%
Left District %	0%	27.9%	9%	8.3%

Community

It is projected that BMS will have a 7% to 15% student growth for the next several years as reflected in the chart below. BMS is projected to be the fastest growing middle school for the next 10 years. BMS school will be growing faster than the district rate and up to a third of the student enrollment will come from families who move into the area. Due to new home construction, we anticipate to receive new students throughout each school year. Currently our student population growth is aligned with district projections with a margin of error of 70 to 80 students based on the time of the snapshot. There are several housing construction projects being finalized in our attendance zone which will close the margin of error in the next academic semester.

CAMPUS	Capacity	Architectural Capacity	2019/20	Fall	ENROLLMENT PROJECTIONS									
				2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
CELE MIDDLE SCHOOL	1,215	1,250	1,305	1,267	774	797	812	841	897	937	1,005	1,045	1,087	1,113
DESSAU MIDDLE SCHOOL	1,000	1,300	799	802	758	789	803	813	846	905	975	1,038	1,047	1,061
KELLY LANE MIDDLE SCHOOL	1,101	1,200	1,137	1,096	1,069	1,043	1,059	1,062	1,059	1,061	1,088	1,122	1,138	1,103
PARK CREST MIDDLE SCHOOL	1,004	1,300	967	975	951	930	889	871	914	947	963	972	981	989
BOHLS MIDDLE SCHOOL	1,219	1,500	N/A	N/A	767	846	925	978	1,051	1,135	1,259	1,381	1,483	1,563

Demographics Strengths

The most significant strength of Bohls Middle School continue to be our diverse student population. We continue having an array of cultures and backgrounds that, collectively, benefit our community. We continue recruiting and retaining committed teachers and supportive parents for our different engagement opportunities. The diversity in our demographics is something we view as one of our greatest strength.

Our teacher demographics are getting closer to our student population, and we have observed an increase in the number of minority teachers considering BMS as one of their options. Specifically, we have seen a rise in African American, Hispanic, and individuals identifying as two or more races

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Hispanic, African American and SPED student groups reflects large achievement gap academically or behaviorally.

Root Cause: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations which has not been consistently nor clearly communicated to staff at BMS due to administrative turn over.

Problem Statement 2: The campus has gone through several transitions in the last 2 years, which have impacted the school's ability to effectively communicate and engage with the community in support of academics and character initiatives. As a result, the cultivation of SEL initiatives has been delayed and will need to be a focal point for the 2025-2026 school year

Root Cause: Staff, students, and community do not yet share a common vision, mission and value set.

Problem Statement 3: Upbeat data shows an 8% decrease in staff view of teacher voice and a 10% decrease in teacher appreciation.

Root Cause: Failure to implement strategies in the CIP regarding PBIS for teachers, lack of regular recognition from campus administration, and lack of team building opportunities that develop trust.

Problem Statement 4: BMS missed several Closing the Gaps student group targets at Meets Grade Level or Above performance on STAAR (Academic Achievement).

Root Cause: Effective instructional practices based on a instructional playbook were not implemented consistently across learning environments to meet the rigor of some STAAR tested standards.

Problem Statement 5: During the 2025-2026 school year, BMS attendance rates will increase from 94% in the prior year to 96.5%. Chronic Absenteeism rates will be reduced from 15.3% to 7.3%. We will implement consistent systems to support student documentation and parent notification of attendance letters.

Root Cause: During COVID we instructed parents and students to stay home if they had any symptoms. This created a relaxed view on attendance for parents and students.

Student Learning

Student Learning Summary

2024-2025 Star360 Reading and Math Screener Results

Bohls MS uses Star360 Screeners in math and reading (at Beginning and End of Year) BMS also assesses students' mastery of content and need for re-teach with the District 9-week assessments.

Students are assessed with the Renaissance Star reading and math assessments as a universal screener to identify students who are at-risk for reading and/or math readiness, or who need intervention. Students are assessed twice per year, at the BOY and EOY. Below are the most current BOY to EOY comparison results for BMS students:

STAR 360 Reading 24-25

STAR 360	6th Grade BOY Reading 24-25				6th Grade EOY Reading 24-25				6th Grade Reading Delta			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	11.38%	14.63%	15.45%	58.54%	14.34%	15.16%	12.70%	57.79%	2.96%	0.53%	-2.75%	-0.75%

STAR 360	7th Grade BOY Reading 24-25				7th Grade EOY Reading 24-25				7th Grade Reading DELTA			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	10.49%	15.38%	18.53%	55.59%	10.92%	15.14%	18.31%	55.63%	0.43%	-0.24%	-0.22%	0.04%

STAR 360	8th Grade BOY Reading 24-25				8th Grade EOY Reading 24-25				8th Grade Reading DELTA			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	17.45%	14.91%	16.36%	51.27%	8.91%	18.22%	10.53%	62.35%	-8.54%	3.31%	-5.83%	11.08%

STAR 360 Math

STAR 360	6th Grade BOY Math 24-25				6th Grade EOY Math 24-25				6th Grade Math Delta			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	6.64%	7.05%	9.13%	77.18%	7.63%	11.65%	12.05%	68.67%	0.99%	4.60%	2.92%	-8.51%

STAR 360	7th Grade BOY Math 24-25				7th Grade EOY Math 24-25				7th Grade Math Delta			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	9.69%	16.61%	11.76%	61.94%	9.69%	11.42%	17.99%	60.90%	0.00%	-5.19%	6.23%	-1.04%

STAR 360	8th Grade BOY Math 24-25				8th Grade EOY Math 24-25				8th Grade Math Delta			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	13.45%	12.73%	13.45%	60.36%	10.90%	15.79%	15.79%	57.52%	-2.55%	3.06%	2.34%	-2.84%

STAAR Results 2024-2025

STAAR Reading

6th	2024	2025	Delta
Did not Meet	29.08%	25.67%	-3.41%
Approaches	70.92%	74.33%	3.41%
Meets	47.87%	49.04%	1.17%
Masters	17.02%	21.84%	4.82%

6th grade STAAR Reading scores increased by 1.17% for Meets and 4.82% for Masters from 2023-2024 to 2024-2025.

7th	2024	2025%	Delta
Did not Meet	30.74%	28.86%	-1.88%
Approaches	69.26%	71.14%	1.88%
Meets	52.14%	43.29%	-8.85%
Masters	26.85%	21.48%	-5.37%

7th grade STAAR Reading scores decreased by 8.85% for Meets and 5.37% for Masters from 2023-2024 to 2024-2025.

8th	2024	2025	Delta
Did not Meet	15.82%	17.08%	1.26%
Approaches	84.18%	82.92%	-1.26%
Meets	62.03%	58.72%	-3.31%
Masters	33.23%	32.03%	-1.20%

8th grade STAAR Reading scores decreased by 3.31% for Meets and 1.2% for Masters from 2023-2024 to 2024-2025.

STAAR Math -

	May 2024 STAAR Mathematics, Grade 6						May 2025 STAAR Mathematics, Grade 6						May 2025 STAAR Mathematics, Grade 6, Delta					
	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters
Bohls Middle	18.75%	19.12%	21.69%	14.34%	19.12%	6.99%	11.63%	15.12%	19.77%	22.09%	20.93%	10.47%	-7.12%	-4.00%	-1.92%	7.75%	1.81%	3.48%
Economic Disadvantage	25.58%	22.48%	18.60%	13.18%	15.50%	4.65%	16.20%	19.72%	21.83%	21.83%	16.20%	4.23%	-9.38%	-2.76%	3.23%	8.65%	0.70%	-0.42%
Asian	4.17%	16.67%	25%	20.83%	20.83%	12.50%	13.04%	4.35%	8.70%	21.74%	34.78%	17.39%	8.87%	-12.32%	-16.30%	0.91%	13.95%	4.89%
Black/ African American	19.57%	13.04%	26.09%	23.91%	8.70%	8.70%	12.50%	25%	32.50%	15%	5%	10%	-7.07%	11.96%	6.41%	-8.91%	-3.70%	1.30%
Hispanic	25.56%	24.81%	21.05%	9.77%	14.29%	4.51%	13.33%	18.52%	15.56%	22.22%	24.44%	5.93%	-12.23%	-6.29%	-5.49%	12.45%	10.15%	1.42%
Two or More Races	0%	11.11%	11.11%	44.44%	33.33%	0%	6.67%	6.67%	20%	33.33%	20%	13.33%	6.67%	-4.44%	8.89%	-11.11%	-13.33%	13.33%
White	12.07%	13.79%	20.69%	8.62%	34.48%	10.34%	4.65%	4.65%	27.91%	25.58%	16.28%	20.93%	-7.42%	-9.14%	7.22%	16.96%	-18.20%	10.59%
Currently Emergent Bilingual	22.99%	28.74%	22.99%	11.49%	10.34%	3.45%	16.92%	15.38%	21.54%	20%	21.54%	4.62%	-6.07%	-13.36%	-1.45%	8.51%	11.20%	1.17%
Special Ed Indicator	45.83%	29.17%	18.75%	4.17%	2.08%	0%	32%	26%	16%	16%	6%	4%	-13.83%	-3.17%	-2.75%	11.83%	3.92%	4.00%

6th grade STAAR Math scores increased by 5.59% for Meets and 3.66% for Masters from 2023-2024 to 2024-2025. Increases in Meets were found in the following groups: All Students, Asian, Hispanics, Whites, Emergent Bilingual and Special Education. Increases in Masters were found in all groups except Economically Disadvantaged.

	May 2024 STAAR Mathematics, Grade 7						May 2025 STAAR Mathematics, Grade 7						May 2025 STAAR Mathematics, Grade 7, Delta					
	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters
Bohls Middle	19.89%	35.80%	8.52%	13.07%	19.89%	2.84%	34.98%	32.02%	11.82%	9.85%	10.34%	0.99%	15.09%	-3.78%	3.30%	-3.22%	-9.55%	-1.85%
Economic Disadvantage	27.66%	37.23%	8.51%	10.64%	12.77%	3.19%	39.13%	37.39%	11.30%	5.22%	6.09%	0.87%	11.47%	0.16%	2.79%	-5.42%	-6.68%	-2.32%
Asian	18.75%	12.50%	6.25%	6.25%	43.75%	12.50%	35.29%	5.88%	17.65%	11.76%	23.53%	5.88%	16.54%	-6.62%	11.40%	5.51%	-20.22%	-6.62%

	May 2024 STAAR Mathematics, Grade 7						May 2025 STAAR Mathematics, Grade 7						May 2025 STAAR Mathematics, Grade 7, Delta					
Black/ African American	16.67%	41.67%	0%	12.50%	25%	4.17%	39.39%	33.33%	3.03%	18.18%	6.06%	0%	22.72%	-8.34%	3.03%	5.68%	-18.94%	-4.17%
Hispanic	22.77%	42.57%	9.90%	10.89%	11.88%	1.98%	31.03%	39.66%	14.66%	5.17%	8.62%	0.86%	8.26%	-2.91%	4.76%	-5.72%	-3.26%	-1.12%
Two or More Races	10%	10%	20%	40%	20%	0%	57.14%	28.57%	14.29%	0%	0%	0%	47.14%	18.57%	-5.71%	-40.00%	-20.00%	0.00%
White	16.67%	29.17%	8.33%	12.50%	33.33%	0%	41.38%	17.24%	6.90%	17.24%	17.24%	0%	24.71%	-11.93%	-1.43%	4.74%	-16.09%	0.00%
Currently Emergent Bilingual	35.09%	33.33%	12.28%	8.77%	10.53%	0%	38.27%	33.33%	11.11%	6.17%	9.88%	1.23%	3.18%	0.00%	-1.17%	-2.60%	-0.65%	1.23%
Special Ed Indicator	45.45%	51.52%	3.03%	0%	0%	0%	63.04%	26.09%	4.35%	6.52%	0%	0%	17.59%	-25.43%	1.32%	6.52%	0.00%	0.00%

7th grade STAAR Math scores decreased by 10.52% for Meets and 1.74% for Masters from 2023-2024 to 2024-2025. Emergent Bilingual increased in Masters by 1%.

	May 2024 STAAR Mathematics, Grade 8						May 2025 STAAR Mathematics, Grade 8						May 2025 STAAR Mathematics, Grade 8, Delta					
	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters
Bohls Middle	7.35%	28.31%	18.01%	13.24%	23.16%	9.93%	17.30%	19.72%	14.88%	11.42%	21.11%	15.57%	9.95%	-8.59%	-3.13%	-1.82%	-2.05%	5.64%
Economic Disadvantage	5.36%	41.07%	18.75%	10.71%	18.75%	5.36%	22.45%	27.21%	19.05%	6.80%	15.65%	8.84%	17.09%	-13.86%	0.30%	-3.91%	-3.10%	3.48%
Asian	0%	12.50%	0%	8.33%	45.83%	33.33%	11.54%	3.85%	11.54%	11.54%	26.92%	34.62%	11.54%	-8.65%	11.54%	3.21%	-18.91%	1.29%
Black/ African American	8.51%	27.66%	29.79%	21.28%	6.38%	6.38%	17.86%	16.07%	26.79%	10.71%	17.86%	10.71%	9.35%	-11.59%	-3.00%	-10.57%	11.48%	4.33%
Hispanic	8.66%	29.92%	22.83%	14.96%	18.90%	4.72%	25.18%	27.34%	13.67%	8.63%	17.27%	7.91%	16.52%	-2.58%	-9.16%	-6.33%	-1.63%	3.19%
Two or More Races	0%	37.50%	12.50%	12.50%	25%	12.50%	0%	25%	12.50%	25%	18.75%	18.75%	0.00%	-12.50%	0.00%	12.50%	-6.25%	6.25%
White	8.77%	29.82%	7.02%	5.26%	35.09%	14.04%	4%	10%	8%	16%	30%	32%	-4.77%	-19.82%	0.98%	10.74%	-5.09%	17.96%

	May 2024 STAAR Mathematics, Grade 8						May 2025 STAAR Mathematics, Grade 8						May 2025 STAAR Mathematics, Grade 8, Delta					
Currently Emergent Bilingual	11.48%	39.34%	19.67%	9.84%	16.39%	3.28%	35.06%	23.38%	14.29%	6.49%	12.99%	7.79%	23.58%	-15.96%	-5.38%	-3.35%	-3.40%	4.51%
Special Ed Indicator	17.65%	55.88%	20.59%	5.88%	0%	0%	43.24%	35.14%	18.92%	0%	0%	2.70%	25.59%	-20.74%	-1.67%	-5.88%	0.00%	2.70%

8th grade STAAR Math scores increased by 3.59% for Meets and 5.64% for Masters from 2023-2024 to 2024-2025. African Americans increased in Meets and all groups saw gains in Masters.

Math scores are significantly lower for Bohls MS than the RLA scores. There is a significant need to increase math scores across all Student Groups. Bohls MS will be implementing Agile Minds, the District High Quality Instructional Material (HQIM) to support teachers and students. Bohls MS is targeted for the Asian Student Group.

STAAR Science and Social Studies -

	May 2024 STAAR Social Studies, Grade 8						May 2025 STAAR Social Studies, Grade 8						May 2025 STAAR Social Studies, Grade 8, Delta					
	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters
Bohls Middle	15.24%	24.44%	11.75%	15.87%	20%	12.70%	23.08%	21.61%	11.72%	13.92%	14.65%	15.02%	7.84%	-2.83%	-0.03%	-1.95%	-5.35%	2.32%
Economic Disadvantage	20.77%	29.23%	16.92%	12.31%	15.38%	5.38%	33.33%	27.27%	9.09%	9.85%	13.64%	6.82%	12.56%	-1.96%	-7.83%	-2.46%	-1.74%	1.44%
Asian	2.86%	17.14%	8.57%	17.14%	20%	34.29%	6.90%	10.34%	17.24%	3.45%	27.59%	34.48%	4.04%	-6.80%	8.67%	-13.69%	7.59%	0.19%
Black/ African American	14.58%	37.50%	4.17%	16.67%	20.83%	6.25%	20%	22%	12%	20%	16%	10%	5.42%	-15.50%	7.83%	3.33%	-4.83%	3.75%
Hispanic	19.48%	27.92%	14.94%	12.99%	16.23%	8.44%	33.82%	25%	11.76%	9.56%	9.56%	10.29%	14.34%	-2.92%	-3.18%	-3.43%	-6.67%	1.85%
Two or More Races	7.69%	7.69%	15.38%	30.77%	30.77%	7.69%	5.88%	29.41%	5.88%	11.76%	17.65%	29.41%	-1.81%	21.72%	-9.50%	-19.01%	-13.12%	21.72%
White	12.70%	12.70%	11.11%	19.05%	26.98%	17.46%	10%	15%	10%	27.50%	20%	17.50%	-2.70%	2.30%	-1.11%	8.45%	-6.98%	0.04%
Currently Emergent Bilingual	22.86%	35.71%	14.29%	15.71%	10%	1.43%	42.65%	32.35%	11.76%	2.94%	8.82%	1.47%	19.79%	-3.36%	-2.53%	-12.77%	-1.18%	0.04%
Special Ed Indicator	38.24%	44.12%	8.82%	5.88%	2.94%	0%	55.88%	35.29%	2.94%	0%	2.94%	2.94%	17.64%	-8.83%	-5.88%	-5.88%	0.00%	2.94%

8th grade STAAR Social Studies scores decreased by 3.03% for Meets and increased 2.32% for Masters from 2023-2024 to 2024-2025. Asians saw an increase in Meets while African American saw a 3% increase and Two or more Races saw a 21% increase in Masters.

	May 2024 STAAR Science, Grade 8						May 2025 STAAR Science, Grade 8						May 2025 STAAR Science, Grade 8, delta					
	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters	DNM Low	DNM High	Apps Low	Apps High	Meets	Masters
Bohls Middle	11.67%	22.40%	14.20%	17.98%	23.03%	10.73%	14.86%	18.48%	14.49%	14.86%	25.36%	11.96%	3.19%	-3.92%	0.29%	-3.12%	2.33%	1.23%
Economic Disadvantage	14.62%	31.54%	16.15%	14.62%	15.38%	7.69%	22.96%	25.93%	14.81%	12.59%	17.78%	5.93%	8.34%	-5.61%	-1.34%	-2.03%	2.40%	-1.76%
Asian	0%	11.43%	5.71%	20%	25.71%	37.14%	3.45%	10.34%	10.34%	6.90%	37.93%	31.03%	3.45%	-1.09%	4.63%	-13.10%	12.22%	-6.11%
Black/ African American	10.42%	29.17%	16.67%	18.75%	16.67%	8.33%	20%	22%	14%	18%	18%	8%	9.58%	-7.17%	-2.67%	-0.75%	1.33%	-0.33%
Hispanic	14.19%	25.16%	17.42%	16.13%	21.29%	5.81%	19.42%	23.74%	15.83%	12.23%	22.30%	6.47%	5.23%	-1.42%	-1.59%	-3.90%	1.01%	0.66%
Two or More Races	0%	30.77%	23.08%	23.08%	7.69%	15.38%	11.76%	5.88%	5.88%	29.41%	35.29%	11.76%	11.76%	-24.89%	-17.20%	6.33%	27.60%	-3.62%
White	15.62%	14.06%	7.81%	18.75%	34.38%	9.38%	2.50%	7.50%	17.50%	20%	30%	22.50%	-13.12%	-6.56%	9.69%	1.25%	-4.38%	13.12%
Currently Emergent Bilingual	15.49%	36.62%	18.31%	16.90%	7.04%	5.63%	21.43%	34.29%	22.86%	7.14%	12.86%	1.43%	5.94%	-2.33%	4.55%	-9.76%	5.82%	-4.20%
Special Ed Indicator	42.86%	37.14%	20%	0%	0%	0%	44.44%	30.56%	11.11%	8.33%	5.56%	0%	1.58%	-6.58%	-8.89%	8.33%	5.56%	0.00%

8th grade STAAR Science scores increased by 3.57% for Meets and 1.23% for Masters from 2023-2024 to 2024-2025. Asian, Two or more Races, Emergent Bilinguals and Special Education saw significant increases in Meets while White saw a sizable increase in Masters.

Bohls MS's Social Studies increased their scores while Science continued to remain low. We have implemented a new Science Curriculum throughout the district and we expect to see the science scores improve over the next few years.

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		74	C	
Student Achievement		75	C	70%
STAAR Performance	43	75		
College, Career and Military Readiness				
Graduation Rate				
School Progress		69	D	0%
Academic Growth	60	69	D	✓
Relative Performance (Eco Dis: 49.0%)		66	D	
Closing the Gaps	39	72	C	30%

Missed Closing the Gaps Targets

- Academic Achievement in Math: All Students, African American Student Group, Hispanic student group, High Focus student group
- Academic Growth in Math: All Students, African American Student Group, Hispanic student group, High Focus student group
- Progress in Achieving English Language Proficiency for Emergent Bilingual students
- Student Success: All Students, Hispanic student group, High Focus student group

Identification for Additional Targeted Support & Improvement

BMS is identified for Additional Targeted Support & Improvement based on consistently underperforming student groups that have missed performance targets on the same three indicators for three consecutive years (meeting Targeted Support requirements) AND the Closing the Gaps score for at least one of the student groups is lower than the score used to identify the lowest performing five percent of middle schools across the state.

Targeted Support & Improvement

- Asian student group
- Current Special Education student group

Additional Targeted Support & Improvement

- Current Special Education student group

Additionally, the following student groups have missed the same three indicators for two consecutive years and are in danger of being included for Targeted Support & Improvement if results do not improve during 2025-2026:

- Hispanic student group
- Two or More Races student group
- Economically Disadvantaged student group
- Emergent Bilingual (Current & Monitored) student group

Bohls MS is required to develop and implement a Local Improvement Plan (LIP) during the 2025-2026 school year.

Student Learning Strengths

STAAR Data 2024-2025

STAAR Reading -

6th grade STAAR Reading scores increased by 1.17% for Meets and 4.82% for Masters from 2023-2024 to 2024-2025.

STAAR Math -

6th grade STAAR Math scores increased by 5.59% for Meets and 3.66% for Masters from 2023-2024 to 2024-2025.

8th grade STAAR Math scores increased by 3.59% for Meets and 5.64% for Masters from 2023-2024 to 2024-2025.

Math scores are significantly lower for Bohls MS than the RLA scores. There is a significant need to increase math scores across all Student Groups. Bohls MS will be implementing Agile Minds, the District High Quality Instructional Material (HQIM) to support teachers and students. Bohls MS is targeted for the Asian Student Group.

STAAR Science and Social Studies -

8th grade STAAR Social Studies scores increased 2.32% for Masters from 2023-2024 to 2024-2025.

8th grade STAAR Science scores increased by 3.57% for Meets and 1.23% for Masters from 2023-2024 to 2024-2025.

Bohls MS's Social Studies increased their scores while Science continued to remain low. We have implemented a new Science Curriculum throughout the district and we expect to see the science scores improve over the next few years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math for the grades 6-8 and Algebra did not meet the desired standards for the closing gaps in the Asian Student Group.

Root Cause: The Tier I and Tier II systems did not address the individual needs of students who exhibited academic gaps in math concepts. Furthermore, the instruction did not focus on the PSST process as concerns regarding learning gaps emerged

Problem Statement 2: The SPED (Special Education) and Emergent Bilingual student groups have the greatest need for improvement in both Reading and Math across all three grade levels. Among these groups, the SPED students consistently failed to meet the Closing the Gap target in both Reading and Math.

Root Cause: Instructional best practices were not consistently used across classes to meet the rigor of the tested standards. Practices such as frequent small group purposeful talk were not maximized in the classroom. Typically, students who are receiving SPED services are not receiving additional support on Tier III structured interventions such as GAME/CARE which have a higher small grouping ratio.

Problem Statement 3: Problem Statement 3 (Prioritized): Upbeat data shows that 27% of staff view teacher voice and leadership opportunities negatively and 34% view appreciation negatively.

Root Cause: Root Cause: Failure to implement strategies in the CIP regarding PBIS for teachers, lack of regular recognition from campus administration, and lack of team building opportunities that develop trust.

Problem Statement 4: During the 2025-2026 school year, BMS attendance rates will increase from 94% in the prior year to 96.5%. Chronic Absenteeism rates will be reduced from 15.3% to 7.3%. We will implement consistent systems to support student documentation and parent notification of attendance letters.

Root Cause: During COVID we instructed parents and students to stay home if they had any symptoms. This created a relaxed view on attendance for parents and students.

Problem Statement 5: There is a need for tight PLC expectations for all teams, not just STAAR tested content areas.

Root Cause: There has been a lack of consistency in PLC structures and expectations, some due to the district sometimes dissolving the IC position. Because of that, PLC members are not always empowered to develop tight processes.

Problem Statement 6: BMS missed several Closing the Gaps student group targets at Meets Grade Level or Above performance on STAAR (Academic Achievement).

Root Cause: Effective instructional practices based on an instructional playbook were not implemented consistently across learning environments to meet the rigor of some STAAR tested standards.

Problem Statement 7: Upbeat survey continued to drop in the same school year and the gaps between the district employee satisfaction vs campus satisfaction are reflected in 20 out of the 23 dimensions of the survey.

Root Cause: Lack of campus recognition practices due to a reduced visibility of administrations in halls, classrooms and PLCs.

Problem Statement 8: The Hispanic, African American and SPED student groups reflect a large achievement gap academically or behaviorally.

Root Cause: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations which has not been consistently nor clearly communicated to staff at BMS due to administrative turn over.

Problem Statement 9: The campus has gone through several transitions in the last 2 years, which have impacted the school's ability to effectively communicate and engage with the community in support of academics and character initiatives. As a result, the cultivation of SEL initiatives has been delayed and will need to be a focal point for the 2025-2026 school year

Root Cause: Staff, students, and community do not yet share a common vision, mission and value set.

Problem Statement 10: Upbeat data shows an 8% decrease in staff view of teacher voice and a 10% decrease in teacher appreciation.

Root Cause: Failure to implement strategies in the CIP regarding PBIS for teachers, lack of regular recognition from campus administration, and lack of team building opportunities that develop trust.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

Teaching & Learning, Assessment system

Bohls MS is committed to educating our students through a standards-aligned curriculum and scope and sequence that is developed at the district level in collaboration with teachers. These instructional materials encompass key ideas, essential questions, and recommended materials, including content-rich text, and other resources intentionally designed to meet the diverse needs of all student learners at BMS, including Emergent Bilingual students, students with disabilities, and those identified as Gifted and Talented.

The district provides access to assessments aligned to the grade-level and rigor of the Texas Essential Knowledge and Skills (TEKS) standards. Students are formally assessed within windows aligned to the district's assessment calendar and in alignment with Lever 4 of The Effective Schools Framework. In addition, student performance is informally assessed through tasks developed at the campus level such as independent or group daily work, teacher made quizzes, class projects/presentations, performance assessments, and writing samples. A majority of assessment data is captured via the Eduphoria and Skyward platforms and is monitored and analyzed at the campus, student, item, and TEKS levels, as well as by student population groups.

Required Formal Assessments:

- Campus Developed Short Cycle Assessments (Unit Assessments) - administered at the close of a Unit of Study
 - ELAR (Grades 6, 7, & 8)
 - Math (Grades 6, 7, 8, & Algebra I)
 - Science, tested grades (Grade 8 only)
 - Social Studies (Grade 8 only)
- Renaissance Star360 Reading and Math Universal Screeners (Grades 6, 7, & 8), with weekly, bi-weekly or monthly progress monitoring during the following district windows:
 - Beginning of the Year (BOY)
 - Middle of the Year (MOY) **OPTIONAL**
 - End of the Year (EOY)
- STAAR Interim Assessments
- #1: Math & RLA (Grade 6-8) **OPTIONAL**
 - # 2: Science & Social Studies
 - Science (Grade 8 only)

- Social Studies (Grade 8 only)
- #3: Math & RLA (Grades 6-8)
- State of Texas Assessments of Academic Readiness (STAAR®)
 - ELAR (Grades 6, 7, & 8)
 - Math (Grades 6, 7, 8, & Algebra I)
 - Science (Grade 8 only)
 - Social Studies (Grade 8 only)

To ensure our students receive a learning experience that is both rigorous and relevant, student and teacher success will be monitored through the use of frequent formal and informal T-TESS walkthroughs, weekly Professional Learning Community meetings, daily walkthroughs, planning meetings, and the use of the Jim Knight Impact Cycle of coaching.

Campus system for PLCs

At Bohls, we will utilize Professional Learning Communities as well as informal collegiality to share great ideas and reflect on the success of teaching and student learning. Under our data-driven instructional model, the PLC is composed of collaborative teams and campus administrators who work interdependently to achieve common goals linked to the purpose of learning for all students and to ensure mastery of current grade-level skills; those skills needed before moving on; and research-based best teaching practices, experiences, and methods that have proven to be effective.

PLCs at BMS will operate based on the central ideas, norms, and commitments collaboratively created by the learning communities using the schools mission, vision, and values.

Professional Learning Communities at BMS will meet weekly and will be structured around Rick DuFour's four critical questions of a PLC:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

In addition, part of the PLC focus will be dedicated to how we will meet the SEL needs of our students through the teaching and learning process.

Site-based decision-making (CAAC)

The purpose of the Campus Academic Advisory Council (CAAC) is to create the Campus Improvement Plan as well as have input on teacher professional development and the school budget. At BMS, the CAAC will be made up of campus teaching staff and administrators, a central office administrator, as well as BMS parents, local businesses, and community members; and will meet approximately 4-5 times a year (during the school year).

Staff - Professional Learning

BMS will provide targeted professional development, which is driven by the needs identified through STAAR, T-TESS formal and informal walk-throughs/ appraisals, walkthroughs, and Universal Screener data.

Examples of professional development that will be provided over the course of the school year include: Houses System, PBIS, Social Emotional Learning (SEL), AVID, Restorative Practices, Dyslexia/Special Education accommodations, Technology and Tech, KAGAN strategies, 7 Steps to a Language-Rich Interactive Classroom: Research-Based Strategies for Engaging All Students, Renaissance Star 360, Multi-tiered Systems of Support (MTSS), and Canvas. Teachers will be trained on the research based strategies included in BMS Instructional Playbook such as writing lesson frames with “We will, I Will” statements, working in the power zone, frequent small-group purposeful talk, recognition and reinforcement, and critical writing to create a formula for quality Tier I instruction. After Professional Development is provided, learning walks and school-wide competitions will be utilized to ensure implementation.

Teacher capacity development will include: Mentor Teacher, Department Head, Vision and Mission Committee, Instructional Committee, Campus Improvement Plan committee, and round table between the principal and grade level leaders. In addition, teachers will be encouraged and given opportunities to share their knowledge from training through peer-to-peer PD.

Campus support for first-year teachers, new to campus teachers, etc.

PfISD identifies early career teachers and those new to the education profession as those in their first two years of teaching. Mentees will be paired with a mentor teacher and follow the District Mentor program. BMS needs to focus on intentionally pairing and supporting new teachers with staff members who are well versed on the school systems and culture through monthly meetings with the mentee administrator. On campus, new and early year teachers will be supported daily by their department leads/heads, grade-level teachers, and PLCs, throughout the school year.

Student Attendance

For the 2024-2025 school year, Bohls Middle School had a year long attendance rate of **94%**. **Attendance** is critical to the academic success of students. Bohls Middle School will continue promoting an "Attendance Matters" campaign during parent events and in parent communication to promote the importance of regular school attendance. After 3 days of absence, contact will be made home to check on the student and work with the parent to help get the student back in school. Students who are in danger of going below the 90% attendance policy will receive a notification letter and be contacted by the

attendance committee. PfISD Truancy Officers could be dispatched and truancy charges could be filed.

Student Disciplinary Data

Student disciplinary data was pulled from Skyward and compared to student group data for Bohls Middle School for the 2024-2025 school year.

Bohls Student Disciplinary Data	2021-2022		2022 - 2023		2023 - 2024		2024-2025		
Student Group	Percent of Discipline	Percent of Population	Percent of Discipline	Percent of Population	Percent of Discipline	Percent of Population	Percent of Discipline	Percent of Population	
Hispanic	52%	49%	60%	49%	59%	50%	58%	52%	
African American	21%	15%	18%	19%	20%	18%	28%	16%	
White	16%	20%	13%	19%	17%	23%	7%	17%	
Asian	3%	9%	4%	4%	2%	11%	4%	10%	
Multiple Races	8%	6%	6%	9%	3%	6%	3%	5%	

The following demographic groups show higher student disciplinary rates as compared to their segment of the student population: White (+10%), Hispanic (+6%), African American (+12%), Multiple Races (+2%). Disciplinary data will be reviewed by the discipline committee and monitor student group trends in discipline.

Programs and Opportunities for Students

PBIS creates a positive climate and culture for students and staff. The PBIS allows BMS to confidently implement processes that immediately begin to build character, relationships, and school spirit. Students, teachers, and staff from across the entire school will be based on the PBIS Points System - allowing students to socialize with one another across grades and with positive adult role models beyond just the classroom setting.

The PBIS at BMS works hand-in-hand with our discipline model - grounded in Restorative Practices and the use of a common shared language and practices. Restorative Practices is a relational approach to building school climate and addressing student behavior. The implementation of Restorative Practices includes ongoing training of staff and students focused on what it looks, feels, and sounds like at BMS when we are setting the tone and norms.

Social and Emotional Learning (SEL) is a process that will be used for helping BMS students and adults develop fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work effectively and ethically.

SEL skills and concepts are integrated in academic lessons and practiced to enhance the climate of the school.

The Five SEL Competencies will focus on:

- Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
- Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
- Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

Special program participation - summary of programs provided at BMS (ESL, SPED, dyslexia, accelerated instruction (GAME, CARE) for At-Risk students, Gifted & Talented)

BMS provides several tiers of student interventions and a Multi-tiered System of Supports to meet the diverse needs of all student learners on campus, including supplemental support for At-Risk students, Emergent Bilingual students (EBs), students identified as Gifted and Talented. These supports include:

Enrichment

GT students in Grades 6-8 are required to enroll in one core content Advanced Academic class each year. Advanced Academic core content (English, social studies, math, and science) teachers are trained in instructional strategies to address GT learner needs. Students will be cluster grouped to the extent allowed by our campus master schedule. GT students in grades 6-8 may also elect to take the PFLEX enrichment elective class. GT students are required to participate in at least one academic competition, academic extracurricular activity, or academic elective that allows students to deepen knowledge about a topic/subject, and challenge thinking through research or investigation leading. Enrichment options for Gifted Learners at BMS include:

- PFLEX: This enrichment service is designed to support the unique needs of gifted and talented students while also providing opportunity for learners to work with other GT identified students outside of their GT cluster classroom.
- UIL: The University Interscholastic League offers the most comprehensive program of academic competition in the nation. UIL Academics offers more activities than any other UIL division, with 29 contests at the high school level and 20 A+ Academic contests for grades 2-8.

Acceleration Options at BMS:

- Credit by Exam (CBE): [Credit by Exam for Acceleration](#) is available to all PfISD learners for grade acceleration in K-8 and single subject for high school courses. CBE options require prior approval from the campus principal and discussion with the campus counselor. Check with the school counselor for testing windows, applications, and more information.
- Math Acceleration: The Accelerated Math Pathway exists at every middle school in PfISD. Students enrolled in our Pre-AP Math 6 and Pre-AP

Math 7 courses will master all math concepts from the 6th, 7th and 8th grades so that during their final year of middle school, students begin their first high school math course of Algebra I.

Interventions

- Advisory a daily period during which students may receive teacher-specific interventions or work on generalized literacy skills
- Gaining Advancement Through Mathematics Enrichment (G.A.M.E.) and Celebrating Achievement in Reading Enrichment (C.A.R.E.). Students will be assigned to a C.A.R.E./G.A.M.E. academic intervention class based upon their previous year's academic performance and/or STAAR results.
- Succeed & Achieve, an elective class for At-Risk students focused on Social-Emotional Learning designed to provide students with positive practices in helping them to achieve goals, build friendships, resist peer pressure, get organized, be successful in middle school, and improve self-image
- HB1416 After School/Before School/During School Tutorials

For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, a new LEA requirement to establish an accelerated learning committee to develop an individual educational plan for the student and monitor progress

For any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments, clarification of prior accelerated instruction requirements, specifying that it must include either:

- Emergent Bilingual (EB) students additionally are eligible for the following services:
- Newcomer Classes, which offer targeted language proficiency instruction for students who are newly-arrived from non-English-speaking countries
- Intervention classes for long-term EBs that help build English vocabulary and literacy skills
- "Push-in" instructional support for EBs in core content classes

Students identified through the RtI/PSST model as being eligible for special education services may be served per their IEP by the following:

- Math and ELA Resource classes, which modify the general education curriculum and supplement it with specialized instruction
- Essentials classes, which provide an alternate curriculum that provides explicit instruction with a multi-sensory approach
- A Basic Language Skills (BLS) class, which provides explicit, systematic, intensive literacy instruction for students with dyslexia or related language learning differences
- Inclusion support, where a SpEd teacher provides push-in support for students in a Gen Ed setting
- Social skills classes and push-in support for students with identified behavioral needs

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

- Common Assessment process including teacher-created blueprints, assessment writing teams by grade level department, and teacher data

analysis through PLC.

- Intervention process including “Advisory” Interventions to support students who failed STAAR 2024-2025 exams according to HB 1416.
- Structured GAME and CARE interventions to support students who failed STAAR 2024-2025 exams according to HB 1416 (District aligned training for teachers and data guidelines to determine eligibility).
- Intensified Algebra I designed to target students who have the ability to succeed in the class but have demonstrated gaps on math concepts necessary to succeed in the class.
- Staff participate in school safety and monitoring of students during each transition period throughout the day.
- Positive Behavior Intervention and Supports (PBIS) Implementation, incentives for positive performance, Social-Emotional Learning (SEL) initiatives, Student Recognition (PBIS, Character Education and All A and A/B honor roll), Staff Recognition (weekly Kudos, Spirit awards and Staff Awards) are in place to reward teachers and students for accomplishments during the school year.
- Data Tracker folders for each student per core content. Students review their individual data and track their data.

Staff Recruitment and Retention

- Opportunities for staff members to connect outside of a structured work environment such as Positive Behavior Intervention and Supports (PBIS), luncheons, a teacher reward system, Spirit Award, Weekly Kudos from administration and team building activities during each faculty meeting are consistently implemented during the school year.
- Campus access to social media, campus website, and campus marquee
- Teacher leadership and opportunities to participate in curriculum and instructional development is ongoing. Teachers have opportunities to participate in CAAC, PTO, Instructional Playbook, AVID, and PBIS committees to provide input designed to improve campus instructional processes and school climate. In addition staff members were allowed to participate in the creation of the School Vision and Mission Statement during the summer of 2021 and revisit-interact with the documents during the 1st week of in-service of the 2024-2025 school year.
- Incentives for faculty which include Extended Lunch Breaks, Birthday Celebrations, Weekly Kudos, Employee of the Week-Spirit Awards, PBIS for adults and Recognition during meetings.

School Organization

- We have included the use of social media to inform our community on Bohls Middle School mascot and colors as well as any special events requiring their participation for the creation of the school vision and mission as well as the evaluation and feedback of our Campus Improvement Plan.
- Strong identification and intervention process for ELA and Math targeting students in need of assistance through data analysis in PLCs and student progress indicators facilitated by Instructional Coaches.
- Opportunities for students to connect with personal interests and build relationships with staff members through clubs.

Technology

- BMS is a 1 to 1 technology device campus.

- BMS staff and students have been exposed to Blended Learning Platforms that enhance student learning such as Canvas and Google Classroom which will continue to be implemented in the upcoming school year.
- Eduphoria access as a progress monitoring tool in use for PLC data talks or master scheduling purposes to better target the students needs.
- Facebook and campus websites are used to communicate upcoming events.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: BMS missed several Closing the Gaps student group targets at Meets Grade Level or Above performance on STAAR (Academic Achievement).

Root Cause: Effective instructional practices based on a instructional playbook were not implemented consistently across learning environments to meet the rigor of some STAAR tested standards.

Problem Statement 2: There is a need for tight PLC expectations for all teams, not just STAAR tested content areas.

Root Cause: There has been a lack of consistency in PLC structures and expectations, some due to the district sometimes dissolving the IC position. Because of that, PLC members are not always empowered to develop tight processes.

Problem Statement 3: There is a developing relationship which has not reached its full potential for recognizing student and staff accomplishments.

Root Cause: Lack of consistency of leadership and staff expectations became barriers to the campus building meaningful relationships from within, with community, and stakeholders.

Problem Statement 4: Campus upbeat survey shows the faculty ownership of the school processes is low which causes a direct disengagement on best instructional practices and a lower participation of PLC processes.

Root Cause: Failure to implement strategies in the CIP such as PBIS for teachers, lack of regular recognition, and lack of team building opportunities outside of classroom.

Problem Statement 5: During the 2025-2026 school year, BMS attendance rates will increase from 94% in the prior year to 96.5%. Chronic Absenteeism rates will be reduced from 15.3% to 7.3%. We will implement consistent systems to support student documentation and parent notification of attendance letters.

Root Cause: During COVID we instructed parents and students to stay home if they had any symptoms. This created a relaxed view on attendance for parents and students.

Problem Statement 6: Upbeat survey continued to drop in the same school year and the gaps between the district employee satisfaction vs campus satisfaction are reflected in 20 out of the 23 dimensions of the survey.

Root Cause: Lack of campus recognition practices due a reduce visibility of administrations in halls, classrooms and PLCs.

Problem Statement 7: The Hispanic, African American and SPED student groups reflects large achievement gap academically or behaviorally.

Root Cause: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations which has not been consistently nor clearly communicated to staff at BMS due to administrative turn over.

Problem Statement 8: The campus has gone through several transitions in the last 2 years, which have impacted the school's ability to effectively communicate and engage with the community in support of academics and character initiatives. As a result, the cultivation of SEL initiatives has been delayed and will need to be a focal point for the 2025-2026 school year

Root Cause: Staff, students, and community do not yet share a common vision, mission and value set.

Problem Statement 9: Upbeat data shows an 8% decrease in staff view of teacher voice and la 10% decrease in teacher appreciation.

Root Cause: Failure to implement strategies in the CIP regarding PBIS for teachers, lack of regular recognition from campus administration, and lack of team building opportunities that develop trust.

Perceptions

Perceptions Summary

Staff Engagement

Vision, Mission, Commitments and Values

Bohls Middle School administration and faculty has collaboratively established vision and mission statements during a vision, mission, PBIS professional development. It included three days where staff focused on creating the statements and commitments using the student and community values gathered through a series of meetings. At these meetings students were given the opportunity to establish campus values by meeting with the principal and stakeholders to solidify the foundation of the school they will attend.

- Our Motto: “Be the change in our world with service before self and excellence in everything you do...Be Unstoppable!”
- Our Mission: Broncos have an unwavering dedication to create a safe and inclusive educational community while nurturing a growth mindset to foster lifelong learners who discover their fullest potential.
- Our Vision: Bohls Broncos cultivate leaders who serve with courage and integrity to transform our community. We will be Unstoppable!

Commitments:

- Commitment Statement 1: We commit to fostering a culture of respect built on trust among administrators, teachers, staff, students and families in order to create a learning environment centered around a growth mindset.
- Commitment Statement 2: We will model and create a culture that values student achievement and leadership by building traditions that encompass unity, inclusivity, and pride.
- Commitment Statement 3: We encourage students and staff to take ownership of their learning by exploring new ideas, monitoring their learning, and having the courage to ask questions to seek a deeper understanding.
- Commitment Statement 4: We will provide a physically and emotionally safe learning environment with integrity and kindness.

According to the Spring 2025 Upbeat data, Parent/Teacher Communication, Professional Development, Autonomy, Principal/Teacher Trust, Instructional Leadership, School Safety & Order, Collaboration, Resources & Facilities, Self-Efficacy, Evaluation, Recruitment, Hiring & Onboarding, Belonging & Well being, Diversity, Equity, Inclusion, Care & Commitment, Student Engagement, and Satisfaction & Purpose, all scored positively 57% or higher. Areas of growth that will be targeted for the upcoming 2025-2026 school year are Parent and teacher communication, Professional Development, School Safety and Order, Appreciation, Collaboration, Evaluation, Teacher Voice & Leadership, Compensation & Career Path, Inclusive practices and Cultural Competence. These are targeted because they are lower than the district average by 5 or more points.

Perceptions Strengths

- The Spring 2025 Upbeat Data Report revealed that Autonomy, Principal Teacher Trust, Instructional Leadership, Self-Efficacy, Resources and Facilities, Recruitment and Hiring, Belonging and Wellbeing, Diversity, Equal opportunities, Inclusive Practices, Care and Commitment, Student Engagement and Satisfaction and Purpose all scored positively 83% or higher.
- Self-Efficacy, Diversity, and Equal opportunities are areas that the staff feel the strongest in the organization health survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Upbeat survey continued to drop in the same school year and the gaps between the district employee satisfaction vs campus satisfaction are reflected in 20 out of the 23 dimensions of the survey.

Root Cause: Lack of campus recognition practices due a reduce visibility of administrations in halls, classrooms and PLCs.

Problem Statement 2: Campus upbeat survey shows the faculty ownership of the school processes is low which causes a direct disengagement on best instructional practices and a lower participation of PLC processes.

Root Cause: Failure to implement strategies in the CIP such as PBIS for teachers, lack of regular recognition, and lack of team building opportunities outside of classroom.

Problem Statement 3: There is a developing relationship which has not reached its full potential for recognizing student and staff accomplishments.

Root Cause: Lack of consistency of leadership and staff expectations became barriers to the campus building meaningful relationships from within, with community, and stakeholders.

Problem Statement 4: The Hispanic, African American and SPED student groups reflects large achievement gap academically or behaviorally.

Root Cause: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations which has not been consistently nor clearly communicated to staff at BMS due to administrative turn over.

Problem Statement 5: The campus has gone through several transitions in the last 2 years, which have impacted the school's ability to effectively communicate and engage with the community in support of academics and character initiatives. As a result, the cultivation of SEL initiatives has been delayed and will need to be a focal point for the 2025-2026 school year

Root Cause: Staff, students, and community do not yet share a common vision, mission and value set.

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Problem Statement 7: During the 2025-2026 school year, BMS attendance rates will increase from 94% in the prior year to 96.5%. Chronic Absenteeism rates will be reduced from 15.3% to 7.3%. We will implement consistent systems to support student documentation and parent notification of attendance letters.

Root Cause: During COVID we instructed parents and students to stay hone if they had any symptoms. This created a relaxed view on attendance for parents and students.

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: Bohls Middle School will retain at least 90% of our Highly Effective Teachers for the 2025-2026 school year - unless they move out of the area, retire, or are promoted.

High Priority

Evaluation Data Sources: Total number of Returning Teachers/Staff and HR Staff data; use of upbeat survey data, and OEMS records.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: As open positions become available, Bohls MS will actively recruit, support, and retain experienced, highly qualified staff.

High Priority

Evaluation Data Sources: Total number of Returning Teachers; Staff and HR Staff data; Total number of Teacher Facilitators; Participation on Job Fairs

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2026, there will be increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 6-8 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

-RLA Academic Growth from 63% to 73%

-Approaches from 77% to 80%

-Meets from 52% to 58%

-Masters from 26% to 36%

Evaluation Data Sources: STAAR results, Accountability reports, Meet Closing the Gaps targets, Curriculum Based Assessments/CBAs, Star360 Formative Assessments, Progress Monitoring, and Student Growth SGP

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2026, there will be increases in both Growth and Achievement on STAAR Math tests across grades 6-8 and Algebra I for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 54% to 66%
- Approaches from 63% to 75%
- Meets from 35% to 45%
- Masters from 15% to 25%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports, Meet Closing the Gaps targets, Fall/Spring District Nine Week Assessments, Campus Unit Assessments/CBAs, Star360 Formative Assessments, Progress Monitoring, and Student Growth SGP; Gates MacGinitie

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By June 2026, there will be increases in Achievement at all performance levels on 8th grade STAAR Science and Social Studies tests for all student groups to meet Closing the Gaps Student Success Status targets.

Science - Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 67% to 77%
- Meets from 38% to 48%
- Masters from 12% to 22%

Social Studies - Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 56% to 66%
- Meets from 30% to 40%
- Masters from 15% to 25%

Evaluation Data Sources: STAAR results, Accountability reports, Meet Closing the Gaps targets, increase passing rates for all student groups on Common Assessments, District Assessments

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: By June 2026, 50% of Emergent Bilingual students will progress at least one English proficiency level in their TELPAS composite rating from the prior year.

Evaluation Data Sources: TELPAS results, the English Language Proficiency Status component of Domain 3 Closing the Gaps

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: During the 2025-2026 school year, Bohls Middle School will ensure that the student demographics for participation in advanced courses are within 5 percentage points of the demographics of our individual student groups.

Evaluation Data Sources: Screener data gathered from DFA, CFA and Unit tests for formative assessments 2025 STAAR results at Masters Grade Level performance for: 6th Grade Reading and Math 7th Grade Reading, Math 8th Grade Reading, Math, Science and Social Studies Algebra I EOC

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: During the 2025-2026 school year, Bohls Middle School will enroll students in courses for high school credit such as College and Career Pathways, Health, Professional Communication, and Spanish or Career and Technology Education courses that promote entrance into high school pathways.

Evaluation Data Sources: Course enrollment data

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Bohls Middle School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from C to B or above
- Domain 1 Rating will improve from C to B or above
- Domain 2 Rating will improve from D to C or above
- Domain 3 Rating will improve from C to B or above

Evaluation Data Sources: Screener data, , CBA and Unit tests for formative assessments, STAAR results at Meets and Masters Grade Level performance for: 6th Grade Reading and Math 7th Grade Reading, Math 8th Grade Reading, Math, Science and Social Studies Algebra I EOC

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By the end of the 2025-2026 school year, Bohls MS will be above the district average on 80% of the indicators on the staff climate survey by implementing a campus-created Vision and Mission, Instructional Playbook, Staff Handbook, Data-Informed PLC processes, and Professional Development plan to establish instructional behaviors, routines, and expectations to support implementation of the written, taught, and assessed curriculum.

Evaluation Data Sources: Documented evidence of: BMS Vision and Mission, Instructional Playbook, Staff Handbook, Data-Informed PLC processes, and Professional Development plan; Staff Climate Survey results

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Bohls MS will maintain a referral and disciplinary placement rate 5 percentage points lower than the prior school year with no significant discrepancies in the rates of referrals and disciplinary placements between each student demographic group, including students with disabilities.

Evaluation Data Sources: Skyward referral reports; PBIS Behavior Management Plan Implementation; Implementation of Restorative Practices

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: To support a positive culture and climate, BMS will establish community outreach common practices to provide at least 2 outreach opportunities to engage students, staff, parents, and the business community throughout the 2025-2026 school year.

Evaluation Data Sources: Implementation of Houses, BMS PTO, Art Show, Band Performances, Choir Performances, Kickstart Performances, Theater Performances

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: During the 2025-2026 school year, BMS attendance rates will increase from 94% in the prior year to 96.5%. Chronic Absenteeism rates will be reduced from 15.3% to 8.3%.

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: During 2025-2026, to ensure coordinated school health 100% of Bohls MS 6th and 7th grade students will participate in daily physical activity in a physical education class or through school-wide activities; at least 80% of 8th grade students will participate in daily physical activity in a physical education class or through school-wide activities. All required students will participate in FitnessGram.

Evaluation Data Sources: FitnessGram participation

Plan Notes

LOCAL IMPROVEMENT PLAN (LIP) - Additional Requirements

District and campus leaders will monitor implementation through regular progress checks, data analysis, and leadership team accountability. Monthly leadership meetings, classroom walkthroughs, and coaching cycles will provide ongoing feedback, while quarterly, mid-year, and end-of-year reviews will assess milestone progress, student outcomes, and implementation fidelity. This structured approach ensures timely adjustments and promotes sustainable improvements in school culture and classroom rigor.

If the Local Improvement Plan at Bohls Middle School is not successfully implemented, the district will increase the frequency of progress monitoring and provide additional leadership coaching and district-level support. This may include more frequent classroom walks, targeted professional development, and closer collaboration with the Department of School Improvement and district instructional specialists/and or coaches to ensure the plan is carried out effectively.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIP & LIP for Board Approval (2025-2026):

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025