Carrollton-Farmers Branch Independent School District

Bush Middle School

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barbara Bush Middle School is a Title 1 school serving grades 6-8. We are located primarily within the city of Irving, but also have students that live in Coppell and Farmers Branch. It is a unique community in Valley Ranch. The campus serves around 720 students. BBMS is a diverse community with the following demographics:

BBMS Student Demographics

- 41% African American
- 16% Asian
- 26% Hispanic
- 9% White
- 7% 2 or More Races
- 59% Economically Disadvantaged
- 13.5% Special Education
- 13% Gifted & Talented
- 17.3% Emerging Bilingual
- 4% 504
- 3% Homeless

BBMS Professional Staff Demographics

African American 16%
Asian   5%
Hispanic   7%
White   65%

Female   68%
Male   32%

Economically Disadvantaged percentage has continued to rise following the snapshot data. There has been an increase in our EB numbers. The campus continues to be a school of high mobility and transiency.

There is a significant number of students that walk to and from school, and 12 buses that run each day due to the size of our attendance zone.

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

Demographics Strengths

BBMS notable demographic strengths:

- The true diversity of our population serves as a strength of our campus. Our campus is diverse, not only racially, but religiously, economically, and situationally. Students will develop skills through learning and being a member of this diverse community that will serve them well in their paths ahead.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers feel they are not prepared to fully support immigrant and EB learners academically and socially.
Root Cause: There has been an increase in the EB population enrollment.

Problem Statement 2 (Prioritized): We are losing two times as many students as we are enrolling.
Root Cause: We have a high mobility rate. We also have students that withdraw and then return later.

Student Learning

Student Learning Summary

BBMS utilized data from STAAR, MAP, and Grades to address Student Learning.

The following is data reviewed for Student Learning:

2021 STAAR					
Test	**Total Students**	**Scale Score**	**Approaches**	**Meets**	**Masters**
STAAR Grade 6 Reading	185	1548	56.2%	26.5%	12.8%
STAAR Grade 7 Reading	179	1614	60.9%	39.7%	20.1%
Grade 8 Reading	183	1667	78.7%	45.4%	17.5%
STAAR Algebra I	85	1580	98.82%	89.41%	72.94%
Grade 6 Mathematics	188	1585	57.5%	28.2%	11.7%
Grade 7 Mathematics	30	1519	20%	3.3%	0%
Grade 8 Mathematics	150	1610	46.6%	22%	6.7%
Grade 8 Science	187	3753	57.2%	34.2%	18.2%
Grade 8 Social Studies	186	3647	55.4%	28%	13.4%
2022 STAAR					
Test	**Total Students**	**Scale Score**	**Approaches**	**Meets**	**Masters**
STAAR Grade 6 Reading	252	1549	59.13%	28.57%	15.48%
STAAR Grade 7 Reading	265	1666	72.08%	46.79%	31.32%
Grade 8 Reading	227	1698	81.06%	50.22%	30.40%
STAAR Algebra I	85	4641	98.82%	89.41%	72.94%
Grade 6 Mathematics	251	1585	61.75%	25.50%	9.16%
Grade 7 Mathematics	12	1494	16.67%	0%	0%
Grade 8 Mathematics	394	1635	59.64%	27.41%	9.39%
Grade 8 Science	227	3846	64.76%	36.56%	19.38%
Grade 8 Social Studies	227	3941	72.25%	44.05%	28.19%

ELA:

2021-2022

6th Grade ELA - All Students				6th Grade ELA- All Students 2022-2023				
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters	
Previous Year STAAR	56.77 (2)	26.20 (3)	13.10 (3)	Previous Year STAAR	61.08	31.03	14.78	
Fall MAP	40.5 (3)	20.5 (3)	11.8 (4)	Fall MAP	43	22	11	
Winter MAP	62.0 (4)	38.0 (3)	10.1 (4)	Winter MAP	37	18	14	
Spring MAP	61.5 (4)	28.3 (4)	13.3 (4)	Spring MAP	39	18	13	
DCFA / District Assessment	62.4 (2)	38.3 (3)	15.4 (3)	**DCFA / District Assessment**	72	56	38	
DCFA / District Assessment	65.2 (3)	45.1 (3)	20.1 (3)	**DCFA / District Assessment**	64	36	18	
DCFA / District Assessment	51.9 (2)	31.6 (2)	10.7 (3)	**DCFA / District Assessment**	58	35	17	
7th Grade ELA - All Students				**7th Grade ELA- All Students 2022-2023**				
Assessment	Approaches	Meets	Masters	**Assessment**	**Approaches**	**Meets**	**Masters**	
Previous Year STAAR	64 (3)	40 (2)	21.5 (2)	**Previous Year STAAR**	75	50	34	
Fall MAP	77.6 (2)	47.4 (2)	25.7 (2)	**Fall MAP**	34	26	11	
Winter MAP	72.5 (2)	38.6 (2)	16.3 (3)	**Winter MAP**	37	15	12	

6th Grade ELA - All Students				6th Grade ELA- All Students 2022-2023				
Spring MAP	66.3 (5)	38.3 (2)	17.9 (3)	**Spring MAP**	38	21	12	
DCFA / District Assessment	23.6 (6)	0 (6)	0 (6)	**DCFA / District Assessment**	38	17	10	
DCFA / District Assessment	70.8 (1)	40.6 (1)	40.6 (1)	**DCFA / District Assessment**	40	19	10	
DCFA / District Assessment	61.7 (4)	28.3 (3)	28.6 (3)	**DCFA / District Assessment**	43	16	8	
8th Grade ELA - All Students				**8th Grade ELA- All Students 2022-2023**				
Assessment	**Approaches**	**Meets**	**Masters**	**Assessment**	**A approaches**	**Meets**	**Masters**	
Previous Year STAAR	78.69 (1)	45.36 (2)	14.49 (3)	**Previous Year STAAR**	81	50	30	
Fall MAP	83.9 (1)	49 (4)	20.9 (3)	**Fall MAP**	28	26	22	
Winter MAP	19.0 (4)	46.8 (2)	80.0 (3)	**Winter MAP**	28	27	17	
Spring MAP	33.7 (1)	44.4 (4)	78.1 (2)	Spring MAP	30	27	19	
DCFA / District Assessment	79 (1)	46.2 (1)	46.2 (1)	**DCFA / District Assessment**	68	37	22	

6th Grade ELA - All Students			6th Grade ELA- All Students 2022-2023			
DCFA / District Assessment	63 (3)	30.7 (5)	14.8 (5)	**DCFA / District Assessment**	50	30	9
DCFA / District Assessment	52.7 (4)	34.4 (6)	16.7 (4)	**DCFA / District Assessment**	60	20	6

Math:

2021-2022

6th Grade Math - All Students				6th Grade Math- All Students 2022-2023			
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters
STAAR 2021	56.84 (5)	26.50 (4)	9.83 (2)	STAAR 2022	67	29	10
Fall MAP	65.3 (5)	27.4 (2)	5.9 (4)	Fall MAP	44	25	5
Winter MAP	59 (5)	24.9 (2)	4.8 (3)	Winter MAP	39	19	5
Spring MAP	55.8 (5)	24.2 (4)	6.5 (3)	Spring MAP	38	18	6
7th Grade Math - All Students				**7th Grade Math- All Students 2022-2023**			
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters
Previous Year STAAR	N/A	N/A	N/A	Previous STAAR	32	11	4
Fall MAP	66.8 (6)	30.5 (3)	10 (2)	Fall MAP	36	17	9
Winter MAP	65.7 (5)	28.4 (3)	9.8 (2)	Winter MAP	32	17	7

6th Grade Math - All Students				6th Grade Math- All Students 2022-2023			
Spring MAP	65.9 (4)	32.1 (3)	11.7 (3)	Spring MAP	33	15	4

8th Grade Math - All Students				8th Grade Math- All Students 2022-2023			
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters
Previous Year STAAR	39.93 (5*)	16.67 (5*)	5.21 (4*)	Previous Year STAAR	68	39	14
Fall MAP	52.8 (5)	5.4 (6)	0 (3)	Fall MAP	35	2	2
Winter MAP	59 (5)	11.1 (3)	1.7 (1)	Winter MAP	31	9	4
Spring MAP	59.5 (5)	16.4 (3)	2.6 (1)	Spring MAP	35	7	2

8th Grade Algebra - All Students				8th Grade Algebra- All Students 2022-2023			
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters
Previous Year STAAR	86.5 (5)	62.5 (5)	40.4 (5)	Previous Year STAAR	81	50	30
Fall MAP	97.3 (6)	68.0 (5)	29.3 (5)	Fall MAP	36	26	33
Winter MAP	98.6 (6)	83.6 (4)	56.2 (3)	Winter MAP	30	34	32
Spring MAP	98.8 (6)	91.4 (3)	76.5 (3)	Spring MAP	34	14	54

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

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

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Science STAAR Masters category decreased indicating a need for more rigorous instruction in honors courses.
Root Cause: Lack of Rigor in honors classes. (Year one of leveling)

Problem Statement 2 (Prioritized): Math STAAR Performance has shown a decrease in students approaching indicating a need for more targeted intervention and development of RTI.
Root Cause: Unsuccessful coaching cycles of certain grade level teachers led to significant score decreases.

Problem Statement 3: Social Studies STAAR Performance has shown a decrease in students in all passing performance levels.
Root Cause: DCFA/IA data did not reflect final performance due to assessment integrity issues.

School Processes & Programs

School Processes & Programs Summary

In partnership with the District and training over the summer, BBMS came to the 2022-2023 school year prepared to focus on the PLC process, data dives and lesson plan format. The core departments were at varying stages in this process and the instructional dean met departments where they were at to move to the next steps of implementation. All core content areas were introduced to a customized data planning template made in conjunction with campus and district leadership. The campus looks to continue to build and improve on the process.

With year two of AVID implementation, the AVID coordinator worked closely with the district coordinator to expand learning opportunities through college visits, guest speakers, family nights, and WICOR. Time was dedicated during Faculty Meetings and Leadership Meetings over the course of the year for AVID Updates.

The New Teacher Mentor program was implemented by Instructional Facilitators. They provided ongoing support and hosted optional meetings over the course of the year for additional support in specific areas. The team is preparing for the teacher shortage that is materializing in the profession.

Starting new in the 2023-2024 school year, BBMS will implement grade level leads as another resource to staff and to plan opportunities for fellowship.

All teachers were provided summer learning opportunities including: CAMT, AVID Summer Institute, and Ron Clark Academy. 28 staff members will attend one or more of these trainings the summer of 2023.

The following procedures were new to BBMS this year: arrival, dismissal, lunch, discipline and tardies/attendance. We look forward to improving these procedures with our campus leadership.

School Processes & Programs Strengths

BBMS notable strengths in Processes & Programs:

- All core content teachers participated in PLC and Data Dives.
- Some PLC groups work effectively and efficiently in reviewing data and making instructional data-driven decisions.
- Teachers are highly qualified, and highly motivated, continue to advance their careers, and attend professional development to sharpen their skills.
- There is an increased consistency in how discipline is managed in main/shared areas.
- Accountability has increased for student behavior because of a campus-wide system.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tardies are significantly higher in 8th grade compared to 6th and 7th grade.

Root Cause: Inconsistent TEAMS reporting led to discrepancies in consequences throughout the year.

Problem Statement 2 (Prioritized): Spring referrals are significantly higher than fall.
Root Cause: There are many factors: testing, end of year activities, exhaustion, etc.

Perceptions

Perceptions Summary

BBMS has focused on campus culture and community partnerships.

There is a core group of parents who continually give to the campus through volunteering, guest speaking, and donations. Families support the school by supporting the growth of their students from home and by attending performances; however, families that consistently engage with the school are limited to the core group of parents. PTA continues to be supportive, but securing individuals to fill the leadership roles that make up the PTA Leadership on the campus is a challenge. This limits PTA in the services that they are able to provide. There is a commitment to increase parent involvement and engagement across the board.

Community partnerships were an increased focus and we have had several partner in a variety of campus activities including: FamFest, 12 Days of December, Teacher Appreciation, award ceremonies, tutoring, guest speaking, and student dances. Community partners included: Harecuts, Wyldlife, Home Depot, Chickensalad Chick, The Towers at Mercer Crossing, Grand Canyon University, PTA, Mi Cocina, and Chick-fil-a.

Perceptions Strengths

Notable strengths for perceptions:

- The BBMS Staff is a very caring group of educators that believe in the work that we do.
- The BBMS Staff is quick to support each other both in the school and out of the school.
- AVID and Athletics increased participation resulting in more parents/guardians joining campus in a positive relationship.
- PLC was a great way to collaborate and focus on student data.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On the Fall 2024 Panorama Survey, we scored 65% in classroom rigorous expectations. This is in the 20-39th percentile when compared nationally to middle schools with similar free and reduced lunch demographics.
Root Cause: Focus on increasing rigor, especially in the honors/GT courses.

Problem Statement 2 (Prioritized): Based on the Fall 2024 Panorama Survey, 50% of students are engaged in classroom learning.
Root Cause: Focus on increased professional development on strategies to support engaging learning such as AVID strategies.

Priority Problem Statements

Problem Statement 1: Science STAAR Masters category decreased indicating a need for more rigorous instruction in honors courses.
Root Cause 1: Lack of Rigor in honors classes. (Year one of leveling)
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Math STAAR Performance has shown a decrease in students approaching indicating a need for more targeted intervention and development of RTI.
Root Cause 2: Unsuccessful coaching cycles of certain grade level teachers led to significant score decreases.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: On the Fall 2024 Panorama Survey, we scored 65% in classroom rigorous expectations. This is in the 20-39th percentile when compared nationally to middle schools with similar free and reduced lunch demographics.
Root Cause 3: Focus on increasing rigor, especially in the honors/GT courses.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Teachers feel they are not prepared to fully support immigrant and EB learners academically and socially.
Root Cause 4: There has been an increase in the EB population enrollment.
Problem Statement 4 Areas: Demographics

Problem Statement 5: We are losing two times as many students as we are enrolling.
Root Cause 5: We have a high mobility rate. We also have students that withdraw and then return later.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Tardies are significantly higher in 8th grade compared to 6th and 7th grade.
Root Cause 6: Inconsistent TEAMS reporting led to discrepancies in consequences throughout the year.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Spring referrals are significantly higher than fall.
Root Cause 7: There are many factors: testing, end of year activities, exhaustion, etc.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Based on the Fall 2024 Panorama Survey, 50% of students are engaged in classroom learning.

Root Cause 8: Focus on increased professional development on strategies to support engaging learning such as AVID strategies.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Guiding Objectives

Revised/Approved: June 5, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: BBMS will increase the percentage of students from 48% to 53% meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP.

> **Evaluation Data Sources:** STAAR
> MAP
> District Interim

Strategy 1 Details	Reviews			
Strategy 1: Develop and improve student access to academic supports including but not limited to tutorials, college visits, Progress Learning, STEAM competitions and summer school.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will have the opportunity to receive support in the knowledge and skills that they struggle with in sessions that are tailored to their individual growth. This will not only lead to student success on subsequent assessments for these skills, but will also give students the ability to practice and demonstrate their understanding of skills in any context delivered to them. **Staff Responsible for Monitoring:** Campus Leadership **Funding Sources:** Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - $113,500				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on student goal setting and implement a system for student growth tracking in math.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will be able to track their own growth and set goals based on campus, district, and state assessments. **Staff Responsible for Monitoring:** Campus Leadership				

⭕ No Progress	🟢 Accomplished	➡️ Continue/Modify	❌ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: BBMS will increase the percentage of students from 46% to 51% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

    Evaluation Data Sources: STAAR
MAP
District Interim

Strategy 1 Details	Reviews			
Strategy 1: Develop and improve student access to academic supports including but not limited to tutorials, college visits, Progress Learning, and summer school.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will have the opportunity to receive support in the knowledge and skills that they struggle with in sessions that are tailored to their individual growth. This will not only lead to student success on subsequent assessments for these skills, but will also give students the ability to practice and demonstrate their understanding of skills in any context delivered to them. **Staff Responsible for Monitoring:** Campus Leadership **Funding Sources:** AVID-College visits, tutorials, transportation, fees - 211 Title I - 211-11-6412-00-047-30-000 - $5,000, After School Tutorials - 211 Title I - 211-11-6117-00-047-30-000 - $3,100, After School Tutorial Snacks - 211 Title I - 211-11-6498-00-047-30-000 - $2,000, BBMS Summer Targeted Instruction - 211 Title I - 211-11-6117-00-047-30-000 - $10,000, TSA Competition - 211 Title I - 211-11-6412-00-047-30-000 - $8,000, Books and materials for students in the classroom - 211 Title I - 211-11-6329-00-047-30-000 - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on student goal setting and implement a system for student growth tracking in math.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will be able to track their own growth and set goals based on campus, district, and state assessments. **Staff Responsible for Monitoring:** Campus Leadership **Funding Sources:** AVID Strategy Resources-Campus Wide Organizational tool for tracking student growth and goal setting and highlighters - 211 Title I - 211-11-6399-00-047-30-000 - $4,500				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

   Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Develop and improve student access to academic supports including but not limited to tutorials, college visits, Progress Learning, and summer school.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will have the opportunity to receive support in the knowledge and skills that they struggle with in sessions that are tailored to their individual growth. This will not only lead to student success on subsequent assessments for these skills, but will also give students the ability to practice and demonstrate their understanding of skills in any context delivered to them. **Staff Responsible for Monitoring:** Campus Leadership **Funding Sources:** After School Tutorials - 211 Title I - 211-11-6117-00-047-30-000 - $5,000, BBMS Summer Targeted Instruction - 211 Title I - 211-11-6117-00-047-30-000 - $5,000, Title I Instructional Staff - 211 Title I - 211-13-6119-00-047-30-000 - $68,036				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

Goal 1: By May 2024, BBMS will have consistently implemented processes, routines, and procedures in regards to safety, security, and discipline and review quarterly.

Evaluation Data Sources: Discipline Data
Student & Staff Survey Results
Incident Reports
Safe Schools

Strategy 1 Details	Reviews			
Strategy 1: Implement all safety and security procedures established by the district including all safety drills with the use of Raptor. Periodic campus surveys will be administered to evaluate effectiveness and find solutions to problems or challenges.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The campus will be fully prepared to address safety and security concerns that may arise.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Safety Team				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 1: BBMS will develop an effective and positive partnership with our families and community to better meet the needs of our students, families, and community by May 2024.

Evaluation Data Sources: Student, Parent, and Community Surveys
Event Participation

Strategy 1 Details	Reviews			
Strategy 1: Maintain the number of school and community partnerships.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain community partnerships will provide more opportunities to meet the needs of our students and families. **Staff Responsible for Monitoring:** Administrators and Instructional Coordinator	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities to connect our families and our community via social media, events, partnerships, and parent education nights.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: This will create greater involvement and buy-in from our families and community. **Staff Responsible for Monitoring:** Campus Leadership and Social Media Liaison **Funding Sources:** Pay counselors/teachers/staff to run parent education events - 211 Title I - 211-61-6117-00-047-30-000 - $1,000, Parent engagement activities - 211 Title I - 211-61-6498-00-047-30-000 - $3,000, Parent engagement activities - 211 Title I - 211-61-6399-00-047-30-000 - $664				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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

Goal 1: BBMS, in partnership with the district, will ensure that programming for social-emotional development and support of students are implemented throughout the school year and will be reviewed in May 2026.

Evaluation Data Sources: Counselor Newsletters
Guidance Lessons
Assemblies
Advisory Lessons and Schedule
Counselor Training for staff
Safe Schools

Strategy 1 Details			Reviews			
Strategy 1: Train staff members on the topics of social/emotional health to help with identification and support including but not limited to Suicide Prevention, Sexual Abuse, Physical and Emotional Abuse, Dating Violence, and Drug Abuse. **Strategy's Expected Result/Impact:** Teachers will have the knowledge to identify students in crisis and adequately report and respond. **Staff Responsible for Monitoring:** Counselors			**Formative**			**Summative**
			Oct	Jan	Mar	June

Strategy 2 Details			Reviews			
Strategy 2: Train parents on the topics of social/emotional learning to support their students at home. **Strategy's Expected Result/Impact:** Parents will have strategies to react during high stress and to teach their students. **Staff Responsible for Monitoring:** Counselors **Funding Sources:** Parent/Student Education Supplies for Social/Emotional Learning - 211 Title I - 211-61-6399-00-047-99-000 - $400			**Formative**			**Summative**
			Oct	Jan	Mar	June

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

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

Goal 2: BBMS will implement campus-wide PBIS and Restorative Practices to improve student behavior by May 2026.

    Evaluation Data Sources: Discipline Data
Student and Staff Survey Results

Strategy 1 Details			Reviews			
Strategy 1: Implement campus wide protocol for discipline management consistently.			**Formative**			**Summative**
Strategy's Expected Result/Impact: This will decrease incidents of disciplinary placements. **Staff Responsible for Monitoring:** Campus Leadership			**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Implement PBIS and Restorative Practices consistently and provide professional development to help staff with implementation.			**Formative**			**Summative**
Strategy's Expected Result/Impact: This will allow students to engage in more academic and social -emotional instruction by keeping them in the classroom and allowing them to learn from their behaviors without distracting from the learning process. **Staff Responsible for Monitoring:** Campus Leadership Team			**Oct**	**Jan**	**Mar**	**June**

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2026, BBMS will ensure 100% of financial and personnel resources are optimized and focused on meeting the needs of all students during the school year.

Evaluation Data Sources: Campus Budget
TEAMS Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to maintain a highly productive and effective teaching staff that impacts both student achievement and social-emotional well-being.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Effective professional development will allow us to give staff members the tools to meet the needs of the students we serve. **Staff Responsible for Monitoring:** Administrators and Campus Leadership **Funding Sources:** AVID Summer Institute - 211 Title I - 211-13-6411-00-047-30-000 - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Ensure campus purchases and budget align with the Campus Improvement Plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will allow resources to be tailored to students, family, and staff by specified need and ensure that all financial resources are adequately used to support student and teacher growth.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators and Secretary				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for Bush Middle School

Total SCE Funds: $113,500.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Bush Middle School conducted its annual CNA in August 2024 with input from parents, administrators, teachers, and community members. Multiple data sources—STAAR, MAP, discipline records, perception surveys, and demographic data—were reviewed to assess needs in four domains: Demographics, Student Learning, School Processes & Programs, and Perceptions. The CNA directly informed the development of the 2024–2025 Campus Improvement Plan (CIP).

1.2: Location for Evidence of Multiple Meetings Held

Meeting documentation is available in campus leadership meeting minutes, SNAP meeting records, and Campus Improvement Committee (CIC) agendas. These include sign-in sheets, agendas, and notes from planning sessions held throughout the 2023–2024 school year. Evidence is also housed in the CIP on pages 33–35 and 17–18.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP was developed following the CNA process in August 2024 and was reviewed at regular intervals throughout the year during the Campus Leadership Team and CIC meetings. The implementation and impact of strategies are reviewed quarterly (Oct, Jan, Mar, June).

2.2: Stakeholders 1114(b)(2)

Stakeholders involved in the development and monitoring of the CIP included classroom teachers, counselors, parents, administrators, community members, and business representatives. The full Campus Improvement Committee membership is listed in the CIP (page 35), representing a diverse group of voices.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is posted on the district and campus websites, which offer content translation features. Printed materials, including fliers and communications, are provided in English and Spanish. Parent meetings and informational sessions are also conducted in both languages to ensure access for all families.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The CIP is aligned with district initiatives and coordinates with programs such as AVID, PBIS, Special Education, Dyslexia Services, and Title I Part A. Strategies in the plan integrate resources from multiple funding sources (Title I, SCE) and professional development efforts to support instructional and behavioral goals campus-wide.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The CIP addresses all required components, including reform strategies, support for at-risk and special populations, increased learning time (tutorials, summer instruction), parent involvement, student transitions, professional development for staff, and coordination with other programs. These are embedded in campus goals and strategies throughout pages 19–31 of the CIP.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Evaluation documentation is embedded in the CIP and includes quarterly review checkpoints (Oct, Jan, Mar, June). Effectiveness is measured using MAP and STAAR data, campus walkthroughs, staff/student surveys, and behavior records. Adjustments are made based on ongoing review by the Campus Leadership Team and CIC.

Campus Improvement Committee

Committee Role	Name	Position
Business	Brittany Beanum	Business
Parent	Jenni Ensler	Parent
Non-classroom professional	Colleen Lesher	Counselor
Classroom Teacher	Jessica Kamerer	Social Studies Teacher
Classroom Teacher	Christine Towndrow	Orchestra Teacher
Business	Destiny Lowery	Business
Parent	Dana Jones	Parent
Parent	Jim Jones	Parent
Classroom Teacher	DeShannon Richburg	Special Education Teacher
Classroom Teacher	Lindsey Burchfield	Social Studies Teacher
Classroom Teacher	Brett Mathis	Athletic Coordinator
Non-classroom Professional	Tiffany Bluitt	Counselor
Non-classroom Professional	Leah Farda	Counselor
Classroom Teacher	Keely Massei	Science Teacher
Classroom Teacher	Doyle Williams	Science Teacher
Classroom Teacher	Micah Morris	Instructional Coordinator
Classroom Teacher	Michelle Morris	ELAR Teacher
Non-classroom Professional	Judith Paredes	Secretary
Administrator	Patrick Moroney	Assistant Principal
Administrator	Moniqueca Long	Assistant Principal
Administrator	Lacey Tilley	Principal

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplemental programs and services to support at-risk students		$113,500.00
				Sub-Total	$113,500.00
				Budgeted Fund Source Amount	$113,500.00
				+/- Difference	$0.00

211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	TSA Competition	211-11-6412-00-047-30-000	$8,000.00
1	2	1	Books and materials for students in the classroom	211-11-6329-00-047-30-000	$2,000.00
1	2	1	AVID-College visits, tutorials, transportation, fees	211-11-6412-00-047-30-000	$5,000.00
1	2	1	BBMS Summer Targeted Instruction	211-11-6117-00-047-30-000	$10,000.00
1	2	1	After School Tutorials	211-11-6117-00-047-30-000	$3,100.00
1	2	1	After School Tutorial Snacks	211-11-6498-00-047-30-000	$2,000.00
1	2	2	AVID Strategy Resources-Campus Wide Organizational tool for tracking student growth and goal setting and highlighters	211-11-6399-00-047-30-000	$4,500.00
1	3	1	Title I Instructional Staff	211-13-6119-00-047-30-000	$68,036.00
1	3	1	BBMS Summer Targeted Instruction	211-11-6117-00-047-30-000	$5,000.00
1	3	1	After School Tutorials	211-11-6117-00-047-30-000	$5,000.00
3	1	2	Parent engagement activities	211-61-6498-00-047-30-000	$3,000.00
3	1	2	Parent engagement activities	211-61-6399-00-047-30-000	$664.00
3	1	2	Pay counselors/teachers/staff to run parent education events	211-61-6117-00-047-30-000	$1,000.00
4	1	2	Parent/Student Education Supplies for Social/Emotional Learning	211-61-6399-00-047-99-000	$400.00
5	1	1	AVID Summer Institute	211-13-6411-00-047-30-000	$5,000.00
				Sub-Total	$122,700.00
				Budgeted Fund Source Amount	$122,700.00
				+/- Difference	$0.00
				Grand Total Budgeted	$236,200.00
				Grand Total Spent	$236,200.00

211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

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 Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025