

# Willis Independent School District



## Brabham Middle School

## 2025-2026 Campus Improvement Plan

# Mission Statement

Our mission will be to provide a safe environment where all stakeholders empower students to grow socially and academically.

# Vision

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

# Value Statement

Brabham Middle School Core Values (E.P.I.C)

- Effort
- Pride
- Integrity
- Compassion

Brabham Middle School staff is Committed to...

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

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# Comprehensive Needs Assessment

# Demographics

## Summary

Principal

Anthony Roberts

### School Population

	Count	Percent
<b>Student Total</b>	<b>1,179</b>	<b>100%</b>
6th Grade	397	33.67%
7th Grade	398	33.76%
8th Grade	384	32.57%

### Student Demographics

	Count	Percent
<b>Gender</b>		
Female	595	50.47%
Male	584	49.53%
<b>Ethnicity</b>		
Hispanic-Latino	388	32.91%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	1	0.08%
Native Hawaiian - Pacific Islander	0	0.00%
White	21	1.78%
Two-or-More	1	0.08%

### Student Programs

	Count	Percent
Dyslexia	103	8.74%
Gifted and Talented	108	9.16%
Regional Day School Program for the Deaf	1	0.08%
Section 504	135	11.45%
Special Education (SPED)	0	0.00%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	192	16.29%
Bilingual	0	0.00%
English as a Second Language (ESL)	167	14.16%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	11	0.93%
<b>Title I Part A</b>		

Schoolwide Program	7	0.59%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

## Student Indicators

	Count	Percent
At-Risk	226	19.17%
Foster Care	2	0.17%
IEP Continuer	0	0.00%
Immigrant	22	1.87%
Intervention Indicator	74	6.28%
Migrant	0	0.00%
Military Connected	60	5.09%
Transfer In Students	36	3.0534%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	601	50.98%
Free Meals	526	44.61%
Reduced-Price Meals	75	6.36%
Other Economic Disadvantage	0	0.00%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	4	0.34%
Shelter	0	0.00%
Doubled Up	4	0.34%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	4	0.34%
Is Unaccompanied Youth	0	0.00%

## Special Education Services

	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	1	0.00%
Other health impairment	31	0.00%
Auditory impairment	2	0.00%
Visual impairment	1	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	6	0.00%
Emotional disturbance	8	0.00%
Learning disability	69	0.00%
Speech impairment	9	0.00%
Autism	36	0.00%
Developmental delay	0	0.00%
Traumatic brain injury	1	0.00%
Noncategorical early childhood	0	0.00%
<b>Instructional Settings</b>		
Speech Therapy	9	0.00%
Homebound	1	0.00%
Hospital Class	0	0.00%
Mainstream	62	0.00%
Resource Room	74	0.00%
VAC	0	0.00%
Off Home Campus	0	0.00%

State School	0	0.00%
Residential Care	0	0.00%
Self Contained	17	0.00%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	1	0.00%

### College and Career Readiness School Models

	Count	Percent
Associate Degree <i>Does not include leavers</i>	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

### Staff Information

	Count	Percent
Administrative Support	16	17.58%
Teacher	64	70.33%
Educational Aide	11	12.09%
Auxiliary	0	0.00%

## Strengths

1. In continuation with the 24-25 school year reduction in class sizes, the addition of Calfee Middle School will address overcrowding at Brabham Middle School, while also further reducing student-teacher ratios.
2. Campus attendance, while not meeting our goal of 96% has shown improvement (increase of 1% over the prior year). The majority of the improvement occurred in the 2nd half of the school year.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



At 93.7%, Brabham Middle School student attendance remains below the level needed to effectively support student learning and promote academic growth.

There is not an establish and communicated standard for attendance, nor is there effective campus notification and enforcement of attendance expectations.

 = Priority

# Student Achievement

## Summary

# MAP READING

### Brabham Middle School

Language Arts:  
Reading

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	368	209.0	14.7	47	211.0	15.5	27	2	0.4	5.7	-2.08	2	368	128	35	30
7	368	210.8	15.7	34	212.3	16.8	20	2	0.5	4.7	-1.76	4	368	146	40	38
8	346	211.4	16.3	22	214.2	17.0	17	3	0.6	4.3	-0.73	23	346	159	46	42

# MAP MATH

### Brabham Middle School

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	367	214.1	12.5	50	219.0	14.5	34	5	0.4	8.5	-1.58	6	367	129	35	30
7	363	217.9	14.9	42	223.1	16.4	36	5	0.4	6.7	-0.72	24	363	148	41	39
8	344	219.9	15.1	32	224.4	16.4	29	5	0.4	5.6	-0.43	33	344	158	46	45

# MAP SCIENCE

### Brabham Middle School

Science: Science K-12

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**			**					**			
7	0	**			**			**					**			
8	338	211.4	13.5	63	217.7	14.0	75	6	0.5	4.1	1.01	84	338	217	64	63

## Strengths

**Based on current MAP Data:** Science continues to be an area of growth on our campus, as reflected in our recent MAP assessment data. In Fall 2024, BMS students achieved an average RIT score of 211.4 in Science. By Spring 2025, that score increased by 6 points, surpassing our projected growth target of 4.1. This progress highlights the effectiveness of our instructional practices and the hard work of both students and teachers.

Additionally, BMS demonstrated measurable growth in both Reading and Math on the MAP assessment when compared to the beginning-of-year data.

Based on STAAR Data: Pending

Based on STAAR/EOC Data: Biology and Algebra I STAAR result showed significant improvement compared to the 23-24 school year. 100% of all students reached the Approaches Level on both test, and Meets and Masters Levels showed large increases on both assessments.

# Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>Student achievement in all STAAR assessments, excluding EOC, are below the campus/district goal of 90% Approaches, 60% Meets, and 30% Masters.</p>	<p>Inconsistent use of HQIM, limited alignment to STAAR rigor, and insufficient targeted support have hindered student progress toward campus achievement goals.</p>
<p><b>2</b> ★</p> <p>Emergent bilingual students are struggling to gain the academic skills and knowledge to be successful on state-mandated assessments.</p>	<p>Current individual and campus-wide EB programs and teacher professional development are not preparing staff to adequately support the needs of the EB students.</p>

★ = Priority

# School Culture and Climate

## Summary

Teachers are encouraged to consistently offer a student-centered learning environment for all students. Grade 8 students are also provided with an opportunity to earn high school credit. Students also complete their career plan using Majority Clarity.

Positive Behavior Referrals and Student Achieving Excellence Awards are provided to students who demonstrate our EPIC Core Values: Effort, Pride, Integrity, and Compassion. Students are encouraged to serve as student leaders throughout the school day. Although the majority of students demonstrate safe and appropriate behaviors, there is a need for a Behavior Transition Plan for students returning from an alternative learning environment. We will also hire an experienced Behavior Specialist who will provide additional training regarding effective behavior strategies that may be used in the classroom setting.

Brabham MS has begun the work to create a foundation for some schoolwide routines and expectations including expectations for common areas and transitions. Ensuring that campus expectations are clearly communicated and implemented consistently with fidelity across all grade levels will strengthen this foundation along with the consistent implementation of a schoolwide behavior framework to support strong classroom management and student learning. The implementation of teacher-led classroom management routines and procedures that are communicated, written, and monitored for consistent implementation across all classrooms will promote buy-in and result in consistent expectations. Consequences and rewards for student behavior that are consistently tracked and implemented will build capacity in the culture of the campus.

## Strengths

Core values have been established at Brabham Middle School. Some teachers are also using the CHAMPS model to ensure a conducive learning environment.

- Weekly calendars for instructional leaders show a consistent focus on highleverage processes to support instructional practices and student behavior.
- The campus leadership team has implemented TIL Obs/FB practices with fidelity to build capacity in both leaders and teachers with scheduled checkin meetings, follow-up, and action-oriented feedback.
- A focus on retention of teachers through building strong relationships, being available and visible along with consistent weekly communications is an area that the campus leadership team has made a priority this year. This has made a positive impact on the culture and climate of BMS for both students and staff.

# Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>Inappropriate behavior in certain classrooms and campus areas negatively affects student learning and the overall school climate.</p>	<p>BMS lacks consistently implemented/enforced routines, procedures, and behavior expectations across classrooms and campus areas, resulting in inconsistent classroom management. This inconsistency contributes to frequent disruptions in some classrooms, hindering student learning and reducing instructional time.</p>
<p><b>2</b></p> <p>Vaping and the resulting disciplinary placements continue to present significant academic and social challenges for affected students.</p>	<p>Contributing factors include easy access, limited student education on the issue, and a lack of parental awareness</p>

★ = Priority

# Staff Quality, Recruitment, and Retention

## Summary

BMS implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Teacher placements are strategic based on student need and teacher strengths.

Preferred substitutes are recruited and retained

### RECRUITMENT AND RETENTION

Teachers are able to share possible candidates for job openings and are included in recommendation of new staff members following interviews. High-quality candidates are often found through word-of-mouth from current employees.

Teacher focus group participants shared that administrator availability and support has helped greatly with a more positive climate and that teachers feel valued and appreciate the communication from administration.

## Strengths

The ILT participated in both university/district job fairs and also uses the ACP programs to seek out qualified candidates for anticipated openings.

BMS is fully staffed for the 2025-2026 school year. While BMS reduced its staffing levels due to the opening of a new middle school, BMS has successfully met the new staffing levels with a combination of current staff, district transfers, and new hires. This compares extremely favorably to the need for late hiring over the past several years.

The expectation for the 25-26 year is that there will be no zero year teachers nor teachers working under a DOI designation. This compares extremely favorably to the prior school year.

# Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

## Problem Statement

## Root Cause

1

The current processes for identifying and recognizing high-performing teachers do not adequately celebrate excellence, promote the sharing of best practices, or support the development of leadership capacity.

The absence of a structured teacher recognition system may stem from a lack of clear criteria, limited time for observations beyond evaluation requirements, and insufficient emphasis on using performance data to inform staff development and recognition efforts. This results in missed opportunities to reinforce effective instruction and retain top talent.

2

While seeing improvement, BMS teacher years of service statistics indicate that a significant number of teachers have 0-5 years of experience.

While the change in staff allocations has reduced the overall need for staffing, due to teacher shortages and prior year turnover, BMS still has a high number of new and alternative certification teachers. The number DOI teachers has also been reduced.

 = Priority

# Curriculum, Instruction, and Assessment

## Summary

**Lesson Plans**- lesson plans are submitted weekly via the weekly calendar. Although it is not an in-depth plan, specific elements are required.

**Collaborative Teams**, CT teams meet twice a week. Support is provided by instructional coaches and administrators.

**Emergent bilingual**-The instructional delivery for students newly arrived in the country was restructured. All 6th grade students were integrated into general education classrooms, where they received push-in support. Students in the country for one year or less were placed in a smaller class with a specialized curriculum aimed at enhancing language development.

**Framework for Instruction**- Currently, BMS does not have a specific framework for instruction. However, for the 2025-2026 school year, Math will utilize the newly adopted math curriculum. ELA will continue to use HGM resources, Science uses Stems scopes and administration is considering purchasing Loman for social studies.

**Coaching**- At BMS, administrators have started to use the Get Better Faster Waterfall document and a structured walk-through form to conduct classroom observations as well as the 3x3 tool for specific look-fors during the first and last 10 minutes of each class. Using the GBF waterfall document and the campus WT form, campus instructional leaders land on a specific action step including the what, how, and as evidenced by to share with the teacher during the debrief conversation.

**Assessment Data**-assessment data is available immediately through Eduphoria. Content teams meet after each assessment to analyze data and are required to turn in a data dig form to administration. PLC observed provided evidence of data analysis using a specific data protocol.

**Intervention**-In the 2025-2026 school year, intervention groups will be scheduled for 45 minutes. Students requiring enrichment will have the opportunity to participate in enrichment activities. Additionally, Bobkat Time at BMS will include a segment focused on preparing students for academic UIL events. These classes aim to enhance students' readiness for higher-level participation in UIL competitions.

**RTI**- BMS initiated the Response to Intervention (RTI) program in the second semester and will continue to develop and implement new processes aimed at benefiting students.

## Strengths

**Collective Commitments**: Teachers are committed to providing a viable curriculum and solid Tier 1 Instruction. Teachers will continue to use engagement strategies (e.g., structured-grouping techniques, hands-on learning and small group instruction) to encourage students to participate in more discourse regarding content information students are expected to learn. Collaborative teams have proven effective when using the WISD Strategic Implementation Guide. Most teams were proficient at completing the Essential Standard Unit Planning document. Teachers are encouraged to celebrate student academic success regularly.

**Ongoing Coaching**: Instructional Leadership Team conducts frequent walk-throughs to provide coaching support and feedback to improve Tier 1 instruction. Instructional coaches ensure a feedback loop is completed with all teachers.

# Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>Tier I instruction and strategies are not consistently in use to prepare students for rigorous instruction and assessments.</p>	<p>The use of high yield strategies are not being consistently implemented in classroom instruction. The observation and feedback system (GBF) to support teachers is still in the beginning phases of implementation.</p>
<p><b>2</b></p> <p>Teachers face challenges with planning and implementing effective Tier 1 instruction in the classroom.</p>	<p>There is a lack of overall preparedness and collaboration that limits the effectiveness of CT meetings.</p>
<p><b>3</b> ★</p> <p>Instructional materials are not always rigorous and relevant in support the expected student outcomes.</p>	<p>Instructional materials are not always highly aligned with the TEKS and RBIS standards.</p>

★ = Priority

# Technology

## Summary

Brabham Middle School is committed to providing quality learning experiences for all students. Teachers are required to incorporate technology into their daily lesson plans. Teachers also use digital resources that are research-based and have proven effective when supporting student learning. Students use CANVAS as the Learning Management System. The majority of staff use Pear Deck and/or Quizizz to engage learners and collect academic data. Teachers will also use CuriPod to provide students with additional opportunities to successfully answer Extended-Constructed Responses and Short-Constructed Responses when prompted to do so. IXL will continue to be implemented for the 2025-2026 school year to assist with HB 1416 and accelerated instruction.

## Strengths

One-to-one devices (Chromebooks) make it easier for teachers to integrate real-world learning experiences during instructional time. Lessons may be adjusted for specific learners to ensure teachers are providing the most appropriate level of rigor for all students. Additionally, Having an on-site technology technician available to address technical issues has been a valuable asset to our campus.

# Problem Statements Identifying Technology Needs

## Problem Statement

## Root Cause

1

Students are consistently breaking school-issued devices at a high rate.


A lack of consistent expectations, accountability measures, and structured training on proper device care may be contributing to the frequent damage. Many students may not fully understand the value of the devices or the consequences of mishandling them. In some cases, devices are also used in unsupervised or high-traffic areas, increasing the risk of accidents or misuse.

2

Students struggle to complete assignments when given as homework without having access to computers or technology outside of the school. With expectations to complete various curriculum based programs (IXL, Exact Path, Etc) students need responsible access to technology.

There is a need for additional access to chromebooks as well as monitoring systems to ensure students are responsible.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

At 93.7%, Brabham Middle School student attendance remains below the level needed to effectively support student learning and promote academic growth.

There is not an establish and communicated standard for attendance, nor is there effective campus notification and enforcement of attendance expectations.

2  
★

Student achievement in all STAAR assessments, excluding EOC, are below the campus/district goal of 90% Approaches, 60% Meets, and 30% Masters.

Inconsistent use of HQIM, limited alignment to STAAR rigor, and insufficient targeted support have hindered student progress toward campus achievement goals.

3  
★

Inappropriate behavior in certain classrooms and campus areas negatively affects student learning and the overall school climate.

BMS lacks consistently implemented/enforced routines, procedures, and behavior expectations across classrooms and campus areas, resulting in inconsistent classroom management. This inconsistency contributes to frequent disruptions in some classrooms, hindering student learning and reducing instructional time.

4  
★

Tier I instruction and strategies are not consistently in use to prepare students for rigorous instruction and assessments.

The use of high yield strategies are not being consistently implemented in classroom instruction. The observation and feedback system (GBF) to support teachers is still in the beginning phases of implementation.

5  
★

Instructional materials are not always rigorous and relevant in support the expected student outcomes.

Instructional materials are not always highly aligned with the TEKS and RBIS standards.

6  
★

Parent/Family engagement in activities that will help them support the academic success does not exist.

BMS has not established events that provide opportunities for parents and families to engage in academic activities.

7  
★

While we have vast communication systems in place, there is still a need for improved systems to facilitate better communication among all stakeholders.

Not all stakeholders regularly follow or connect with the current communication systems.

8  
★

Emergent bilingual students are struggling to gain the academic skills and knowledge to be successful on state-mandated assessments.

Current individual and campus-wide EB programs and teacher professional development are not preparing staff to adequately support the needs of the EB students.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results

## 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



# Goals

# Goal 1

Student Success: We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

## Performance Objective 1 High Priority

Brabham Middle School students will reach high academic standards, with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2025 - 2026 accountability year.

**Evaluation Data Source:** STAAR Assessment Results

### Strategy 1

BMS students will engage in data talks with teachers to set academic goals, review assessment results, and track progress using individualized data trackers.

**Strategy's Expected Result/Impact:** Increased student ownership and awareness of academic progress will drive motivation, accountability, and performance, contributing to gains at all performance levels--especially Meets and Masters. Monitoring of implementation and effectiveness will be a component of Collaborative Teams agendas.

**Staff Responsible for Monitoring:** Administrators (Assigned by Subject Area)

**Problem Statements:** Student Achievement 1

**Title I:** 2.5.2

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

### Strategy 2

BMS Instructional leaders will provide ongoing coaching, lesson internalization, and professional development focused on best practices for implementation of HQIM, rigorous instruction, student engagement, and high-leverage strategies.

**Strategy's Expected Result/Impact:** Improved teacher capacity and instructional quality will lead to more effective Tier 1 instruction, ensuring that all students--regardless of starting point--are supported in reaching high academic standards. Monitoring of implementation and effectiveness will be a component of Collaborative Teams agendas.

**Staff Responsible for Monitoring:** Administrators (Assigned by subject area)/Instructional Coaches (by subject area/grade level)

**Problem Statements:** Curriculum, Instruction, and Assessment 1, 3

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

## Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Student achievement in all STAAR assessments, excluding EOC, are below the campus/district goal of 90% Approaches, 60% Meets, and 30% Masters.

Inconsistent use of HQIM, limited alignment to STAAR rigor, and insufficient targeted support have hindered student progress toward campus achievement goals.

## Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Tier I instruction and strategies are not consistently in use to prepare students for rigorous instruction and assessments.

The use of high yield strategies are not being consistently implemented in classroom instruction. The observation and feedback system (GBF) to support teachers is still in the beginning phases of implementation.

3

Instructional materials are not always rigorous and relevant in support the expected student outcomes.

Instructional materials are not always highly aligned with the TEKS and RBIS standards.

## Performance Objective 2

By the end of the 2025-2026 school year, Brabham Middle School will improve the percentage of special education students attaining Approaches or better in all subject areas by at least 5% on all STAAR Assessments.

### Strategy 1 Targeted Support Strategy

BMS will conduct campus-wide data meetings after each benchmark and common assessment to identify trends, gaps, and student-level needs. During those meetings, the data related to special education student performance will be a priority.

**Strategy's Expected Result/Impact:** Regular campus-wide data meetings will enable instructional teams to identify learning gaps, adjust instruction in real time, and implement targeted interventions-- resulting in improved student outcomes and increased STAAR performance for special education students.

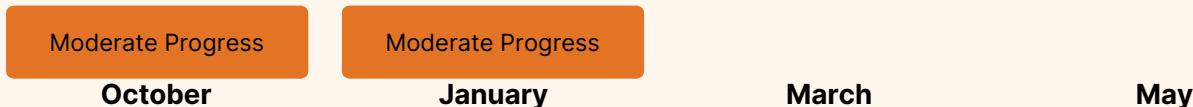
**Staff Responsible for Monitoring:** Administrators (Assigned by Subject Area)

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

#### Formative Reviews



### Strategy 2 Targeted Support Strategy

BMS Special/general education teachers will implement daily enrichment/regular intervention/1416 intervention focused on priority TEKS and student growth goals during BobKat (Focus) time. In addition, 6th grade RLA students receiving modified instruction will receive focused support during the second section of their sixth grade ELA blocks.

**Strategy's Expected Result/Impact:** Through focused support and daily intervention/enrichment, special education students will receive instructional interventions that will increase academic performance. This will be monitored through special education documentation/1416 documentation, and IXL performance reports.

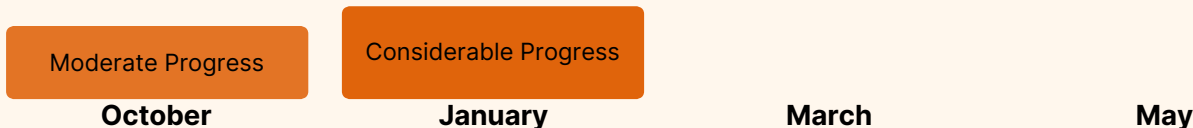
**Staff Responsible for Monitoring:** General Education/Special Education Teacher

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Formative Reviews



### Performance Objective 3

By the end of the 2025-2026 school year, students served in the Emergent Bilingual program will increase their scores on the end of year MAP, STAAR, and TELPAS. The goals are as follows: MAP - EB students will meet the Expected Growth RTI, STAAR - EB students attaining Approaches or better in all subject areas will improve by at least 5%, TELPAS - EB students will at least meet the TELPAS progress target of 44%.

**Evaluation Data Source:** MAP, STAAR, and TELPAS Results

#### Strategy 1 Targeted Support Strategy

BMS will provide PD to teachers focusing on academic vocabulary, reading comprehension, and writing skills, aligned with MAP, STAAR, and TELPAS assessments.

**Strategy's Expected Result/Impact:** Improve the academic success of students who are in the Emergent Bilingual Program.

**Staff Responsible for Monitoring:** Administrators, ESL Coordinator

**Problem Statements:** Student Achievement 2

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews



### Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p><b>2</b> Emergent bilingual students are struggling to gain the academic skills and knowledge to be successful on state-mandated assessments.</p>	<p>Current individual and campus-wide EB programs and teacher professional development are not preparing staff to adequately support the needs of the EB students.</p>

### Performance Objective 4 High Priority

Brabham Middle School will achieve a 96% attendance rate for all students during the 2025 - 2026 school year.

**Evaluation Data Source:** TEAMS Reports

## Strategy 1

BMS administrators will conduct weekly in-person check-ins with students identified as chronically absent and follow up with regular phone calls to their parents or guardians. BMS defines chronic absenteeism as 3 absences in a 4 week period or more than 10 absences for the year.

**Strategy's Expected Result/Impact:** By conducting, weekly check-ins with students and parents of those with chronic absenteeism, Brabham Middle School aims to foster stronger school-family partnerships, address attendance barriers early, and cultivate a supportive environment that drives improved engagement, attendance, and academic success.

**Staff Responsible for Monitoring:** Reports will be provided to administrators by the registrar every Monday. Administrators will conduct the check-ins.

**Problem Statements:** Demographics 1

**Title I:** 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 2

BMS will encourage strong attendance by recognizing and rewarding students at the individual, classroom, grade, and campus levels.

**Strategy's Expected Result/Impact:** Reduction in individual chronic absenteeism and improved overall campus attendance.

**Staff Responsible for Monitoring:** Teachers/Administrators

**Problem Statements:** Demographics 1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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# Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p><b>1</b> At 93.7%, Brabham Middle School student attendance remains below the level needed to effectively support student learning and promote academic growth.</p>	<p>There is not an establish and communicated standard for attendance, nor is there effective campus notification and enforcement of attendance expectations.</p>

## Performance Objective 5 High Priority

Brabham Middle School will implement District HQIM curriculum resources with 100% fidelity during the 2025-2026 school year.

**Evaluation Data Source:** HQIM Implementation Walk-Through Data, CT Agendas and Planning, T-TESS Walk-Through

### Strategy 1

By October 2025, 100% of Brabham Middle School teachers will implement their assigned high-quality instructional materials (HQIM) with consistency and fidelity, in alignment with WISD curriculum implementation goals. This includes: \* Bluebonnet (Math), HMH (ELA), STEMscopes (Science), and Lowman (Social Studies) \* Weekly unit or lesson internalization protocols used during collaborative planning \* Regular instructional walkthroughs and coaching feedback to support fidelity \* Curriculum-specific support provided through PLCs and ongoing professional development

**Strategy's Expected Result/Impact:** Consistent implementation of HQIM will enhance instructional quality and alignment, resulting in improved student mastery of grade-level standards and increased STAAR performance across all subjects.

**Staff Responsible for Monitoring:** Administrators (assigned by subject area) and Instructional Coaches.

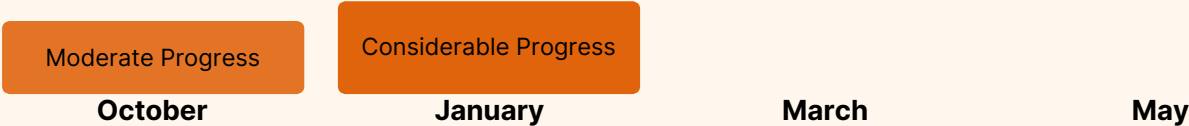
**Problem Statements:** Curriculum, Instruction, and Assessment 3

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews



# Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

Instructional materials are not always rigorous and relevant in support the expected student outcomes.

Instructional materials are not always highly aligned with the TEKS and RBIS standards.

## Performance Objective 6

Brabham Middle School will create and implement safe learning environments with clear expectations for procedures, routines, safety, and maintenance protocols in which staff and students will reinforce 100% of the time.

**Evaluation Data Source:** Discipline Reports, Safety Checklists, Observational Data, After-Action Reports (AAR), Behavior Data (Minga)

### Strategy 1

By September 2025, BMS will implement clear safety and maintenance protocols, including facility checks and monthly safety walkthroughs.

**Strategy's Expected Result/Impact:** The regular scheduling and practicing of safety drills and safe practices combined with monitoring campus-wide safety protocol (door-sweeps, check-in/out procedures, Raptor Alert training and use) will help ensure a safe school environment. Monitoring of practices will include Sentinel and After-Action Reports.

**Staff Responsible for Monitoring:** Administrators and SRO

**Title I:** 2.5.2

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 2

By October 2025, the BMS Behavior Coalition will establish and support schoolwide norms for classroom climate, routines, and procedures that promote productive struggle and student self-regulation. These norms will be shared with staff, modeled during the first weeks of school, and revisited in PLCs and coaching to ensure consistent implementation and a positive learning environment. The 3 B's expectations will be taught, posted, and reinforced campus-wide to ensure a safe, consistent learning environment.

**Strategy's Expected Result/Impact:** Establishing and consistently reinforcing schoolwide behavior norms will create a safe, structured, and positive learning environment that supports student self-regulation, reduces classroom disruptions, and increases engagement and academic success.

**Staff Responsible for Monitoring:** Administrators (based on assigned observer)

**Problem Statements:** School Culture and Climate 1

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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## Strategy 3

BMS will reinforce its existing Code of Conduct by aligning it with the MTSS framework to ensure consistent behavior expectations and tiered interventions. Beginning August 2025, the Code will be reviewed with staff and students, integrated into classroom practices, and revisited quarterly to promote a safe, supportive learning environment that addresses student needs proactively.

**Strategy's Expected Result/Impact:** Aligning the Code of Conduct with the MTSS framework will promote consistent behavior expectations and proactive support before issues escalate, and create a safer, more positive school environment where students can focus on learning.

**Staff Responsible for Monitoring:** Administrators (Campus Behavior Coordinator)

**Problem Statements:** School Culture and Climate 1

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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## Strategy 4

By October 2025, BMS will fully implement the Minga Student Management System as an integrated platform to efficiently track and report student discipline incidents, monitor and manage student movement throughout the campus, and enhance the effectiveness of Positive Behavioral Interventions and Supports (PBIS) initiatives.

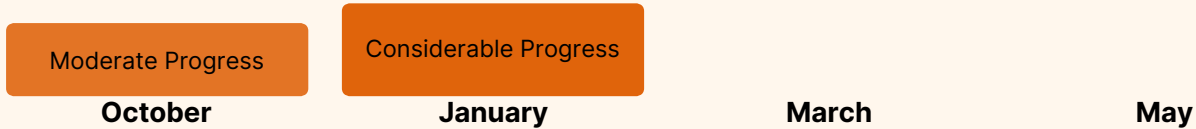
**Strategy's Expected Result/Impact:** Provide data to help address campus-wide behaviors, effectively manage student movement, and provide an additional mechanism for providing PBIS. Improve campus climate and culture.

**Staff Responsible for Monitoring:** Administrators and Teachers

**Problem Statements:** School Culture and Climate 1

**Funding Sources:** Funds 211 - Title 1-A,

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## Performance Objective 6 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
<b>1</b> Inappropriate behavior in certain classrooms and campus areas negatively affects student learning and the overall school climate.	BMS lacks consistently implemented/enforced routines, procedures, and behavior expectations across classrooms and campus areas, resulting in inconsistent classroom management. This inconsistency contributes to frequent disruptions in some classrooms, hindering student learning and reducing instructional time.

## Performance Objective 7

By December 2025, 100% of Brabham Middle School students will receive explicit instruction in digital citizenship and classroom technology expectations, as measured by observational data such as walk throughs and Character Strong Reports to ensure responsible device use and online safety.

**Evaluation Data Source:** Character Strong reports (teachers login on Tuesdays and Thursdays), Walkthroughs and observational data.

### Strategy 1

By December 2025, BMS will implement digital citizenship lessons and classroom technology expectations to promote responsible device use and online safety.

**Strategy's Expected Result/Impact:** Teaching digital citizenship and setting clear technology expectations will help students use devices responsibly, stay safe online, and stay focused on learning in both digital and classroom environments

**Staff Responsible for Monitoring:** Administrators

**Problem Statements:** School Culture and Climate 1

**Title I:** 2.5.2

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Performance Objective 7 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Inappropriate behavior in certain classrooms and campus areas negatively affects student learning and the overall school climate.

BMS lacks consistently implemented/enforced routines, procedures, and behavior expectations across classrooms and campus areas, resulting in inconsistent classroom management. This inconsistency contributes to frequent disruptions in some classrooms, hindering student learning and reducing instructional time.

## Performance Objective 8

By May 2026, 100% of Brabham Middle School students will engage in at least one career exploration activity (e.g., CTE elective, career fair, guest speaker, or interest survey) to build early awareness of College, Career, and Military Readiness pathways.

**Evaluation Data Source:** Presenter Lists, Surveys, Student Schedules

### Strategy 1

All grade levels at BMS will participate in at least one structured CCMR activity (career fair, guest speaker, interest inventory, or CTE elective project). Counselors and teachers will coordinate to ensure activities are grade-appropriate and logged in a campus tracker.

**Strategy's Expected Result/Impact:** Students will gain exposure to multiple career pathways before high school, increasing their readiness and interest in College, Career, and Military Readiness opportunities.

**Staff Responsible for Monitoring:** Counselors (Wilson, McDuffie)

**Title I:**

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 3: Positive School Culture

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# Goal 2

Financial Stewardship: We will ensure transparent communication on campus financial resources to drive community knowledge, approval, growth, and student success.

## Performance Objective 1

Brabham Middle School will build stakeholder trust by ensuring all financial decisions are transparent, aligned to student success, and reflect responsible stewardship of campus resources.

**Evaluation Data Source:** Financial Reports, Campus Improvement Plan, Meeting Minutes, Audits

### Strategy 1

BMS will provide regular financial updates to increase community transparency and engagement by sharing budget summaries, goals met, grants awarded, and cost-saving initiatives at a minimum of 2 PTA or campus-wide meetings during the 2025-2026 school year.

**Strategy's Expected Result/Impact:** Increased transparency and buy-in from stakeholders.

**Staff Responsible for Monitoring:** Administrators

**Problem Statements:** Family and Community Engagement 1 - School Organization 1

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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### Strategy 2

By June 2026, BMS will maintain 100% accuracy in campus spending by ensuring all budget expenditures are aligned to state, federal, and local guidelines, and directly support goals outlined in the Campus Improvement Plan (CIP). All purchase requests will include documentation connecting financial decisions to student success and school improvement priorities to promote transparency and community trust.

**Strategy's Expected Result/Impact:** Improved efficiency in procurement and ensuring alignment between expenditures and campus needs.

**Staff Responsible for Monitoring:** Administrator (Principal) and Administrative Assistant

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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### Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Parent/Family engagement in activities that will help them support the academic success does not exist.

BMS has not established events that provide opportunities for parents and families to engage in academic activities.

### Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

While we have vast communication systems in place, there is still a need for improved systems to facilitate better communication among all stakeholders.

Not all stakeholders regularly follow or connect with the current communication systems.

### Performance Objective 2 High Priority

Brabham Middle School will recruit and retain high qualified staff, while limiting annual turn-over to 10%.

**Evaluation Data Source:** Survey Feedback, Staff Turnover, Attendance Logs

#### Strategy 1

By March 2026, BMS will host an annual "TIA & Talent Investment Briefing" for staff and stakeholders to explain how TIA funds are awarded, how TIA aligns with student outcomes, and how those funds are used to reward excellence and build instructional capacity--ensuring 100% of staff understand the connection between instructional performance, compensation, and student success.

**Strategy's Expected Result/Impact:** Improve staff understanding of the connection between student performance and TIA. Increase support for the Teacher Incentive Allotment (TIA)

**Staff Responsible for Monitoring:** Administrators

**Problem Statements:** Family and Community Engagement 1

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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## Strategy 2

By September 2025, BMS will implement a consistent focus of positive staff contributions through campus and district recognition programs, community media (social and newsletters), and staff appreciation events.

**Strategy's Expected Result/Impact:** Increase staff morale and develop strong connects between the campus and staff.

**Staff Responsible for Monitoring:** Administrators/Counselors

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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## Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Parent/Family engagement in activities that will help them support the academic success does not exist.

BMS has not established events that provide opportunities for parents and families to engage in academic activities.

## Performance Objective 3

Brabham Middle School will build community confidence through clear, accessible financial communication.

**Evaluation Data Source:** Newsletters Viewership, Survey Data

## Strategy 1

Beginning September 2025, BMS will include a "Finance Corner" in every monthly family newsletter, providing short, jargon-free updates on spending priorities tied to student needs, ensuring at least 9 updates are shared by the end of the school year to promote consistent,

transparent communication.

**Strategy's Expected Result/Impact:** Increased financial transparency

**Staff Responsible for Monitoring:** Administration (Principal)

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## Performance Objective 4

Brabham Middle School will foster family investment by connecting budget priorities to student opportunity.

**Evaluation Data Source:** Survey Feedback

### Strategy 1

By April 2026, BMS will host a Student Success Showcase & Budget Feedback Night, where families can view student work funded by specific campus purchases (e.g., instructional materials, technology), followed by a guided feedback session. At least 50 families will participate, and their input will inform future budget planning.


**Strategy's Expected Result/Impact:** Increase transparency and support

**Staff Responsible for Monitoring:** Administrators


**Problem Statements:** Family and Community Engagement 1

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Performance Objective 4 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Parent/Family engagement in activities that will help them support the academic success does not exist.

BMS has not established events that provide opportunities for parents and families to engage in academic activities.

# Goal 3

Development: We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive district culture, and promoting staff and student growth.

## Performance Objective 1

Brabham Middle School will foster a culture of ownership and growth by guiding students to set, track, and reflect on personalized academic and social developmental goals aligned to their success.

**Evaluation Data Source:** Data Trackers, Assessment Data Character Strong Data

### Strategy 1 Targeted Support Strategy

By October 2026, BMS will use IXL to create individualized academic pathways and utilize data trackers to monitor and reflect on their progress toward academic goals. Students will update their trackers regularly during intervention and classroom goal-setting activities. Teachers will be provided with a standardized campus template to use in the event they do not have their own system, ensuring consistency and supporting a culture of student ownership, targeted instruction, and continuous growth. Teachers will be provided with well-developed activities to support social emotional instructions that will be delivered daily.

**Strategy's Expected Result/Impact:** Provide enrichment and remediation opportunities. Help student set goals and take ownership of performance.

**Staff Responsible for Monitoring:** Teachers/Administrators (assigned by subject area)/Counselors

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

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## Performance Objective 2

Brabham Middle School will support the whole child by providing targeted academic, social, and emotional interventions that meet individual student needs and promote equitable growth for all learners.

**Evaluation Data Source:** Student schedules, HB1416 data tracker, Assessment Data

### Strategy 1 Targeted Support Strategy

By September 2025, BMS will use ongoing student performance data to identify individual needs for intervention, remediation, and enrichment. In alignment with HB 1416, students requiring accelerated instruction will receive targeted support five days a week during the school day. Students demonstrating mastery will be identified for enrichment opportunities tailored to extend their learning as needed.

**Strategy's Expected Result/Impact:** Increased student growth and mastery across all performance levels. Students receiving HB 1416 intervention will show measurable progress toward grade-level standards, while students receiving enrichment will demonstrate extended understanding through higher-level tasks. Overall, the strategy will lead to more personalized instruction, improved academic outcomes, and narrowed achievement gaps campus-wide.

**Staff Responsible for Monitoring:** Teachers/Administrators

**Problem Statements:** Student Achievement 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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**Performance Objective 2 Problem Statements Identifying Student Achievement**

Problem Statement	Root Cause
<p><b>1</b> Student achievement in all STAAR assessments, excluding EOC, are below the campus/district goal of 90% Approaches, 60% Meets, and 30% Masters.</p>	<p>Inconsistent use of HQIM, limited alignment to STAAR rigor, and insufficient targeted support have hindered student progress toward campus achievement goals.</p>

**Performance Objective 3**

Brabham Middle School will enhance instructional effectiveness by providing job-embedded, data-driven professional development aligned to campus priorities, high-quality instructional materials, and teacher growth goals

**Strategy 1**

By October 2025, all BMS core teachers will participate in professional development focused on lesson and unit internalization protocols. Weekly Collaborative Team meetings will be used for collaborative planning and application, supported by coaching and modeling to strengthen instructional alignment and teacher preparedness.

**Strategy's Expected Result/Impact:** Improved instructional alignment and teacher preparedness, leading to stronger student engagement, and increased mastery of grade-level content.

**Staff Responsible for Monitoring:** Administrators/Instructional Coaches

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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## Strategy 2

By May 2026, BMS will provide ongoing professional development, PLC support, and instructional modeling to ensure effective implementation of Research-Based Instructional Strategies (RBIS) and High-Quality Instructional Materials (HQIM) in all core subjects. Training will focus on planning, delivery, and student engagement to promote consistent, high-quality instruction.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased confidence and consistency in delivering high-quality instruction using RBIS and HQIM, resulting in improved student engagement and academic performance across all core content areas.

**Staff Responsible for Monitoring:** Administrators/Instructional Coaches

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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## Strategy 3

By May 2026, BMS administrators and instructional coaches will implement ongoing professional development and feedback observation cycles using the Get Better Faster coaching model.

**Strategy's Expected Result/Impact:** Teachers will receive targeted support through regular walkthroughs, bite-sized action steps, and coaching conversations designed to strengthen instructional practices and accelerate student achievement.

**Staff Responsible for Monitoring:** Administrators/Instructional Coaches

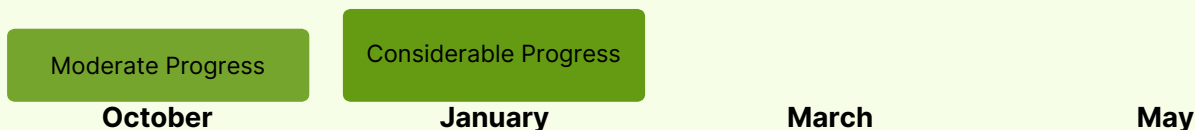
**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

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### Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<b>1</b> Student achievement in all STAAR assessments, excluding EOC, are below the campus/district goal of 90% Approaches, 60% Meets, and 30% Masters.	Inconsistent use of HQIM, limited alignment to STAAR rigor, and insufficient targeted support have hindered student progress toward campus achievement goals.

### Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
<b>1</b> Tier I instruction and strategies are not consistently in use to prepare students for rigorous instruction and assessments.	The use of high yield strategies are not being consistently implemented in classroom instruction. The observation and feedback system (GBF) to support teachers is still in the beginning phases of implementation.

### Performance Objective 4

Brabham Middle School will establish a career mentor program at all grade levels that utilizes staff, students, and community members.

### Strategy 1

By October 2025, BMS will expand its mentor program for all grade levels, connecting students

with staff, peers, and community members to support career exploration, goal setting, and real-world readiness.

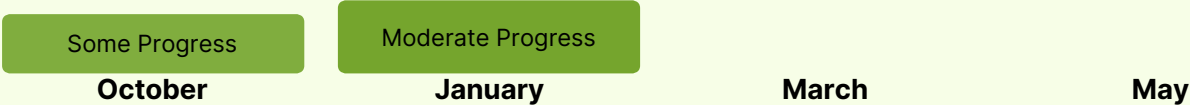
**Strategy's Expected Result/Impact:** Increased student engagement and goal-setting, leading to stronger academic focus and readiness for high school, college, and career pathways.

**Title I:**

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Formative Reviews**



# Goal 4

Relationship: We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

## Performance Objective 1

Brabham Middle School will implement district-wide safety protocols and inclusive practices that lead to all stakeholders feeling physically safe, emotionally supported, and respected.

**Evaluation Data Source:** Usage monitoring, event calendaring, district documentation

### Strategy 1

BMS will implement campus-wide and community programs and support services to educate and address awareness of substance abuse, bullying, violence prevention, mental health and suicide awareness. Example events include: Character Strong, Above the Influence, RUOK?, Fentanyl Awareness Month, NetSmartz, Kindness101, Mentor Program, Group Counseling

**Strategy's Expected Result/Impact:** Increase stakeholder awareness and provide interventions to assist students, staff, and families. Program compliance will be documented upon completion.

**Staff Responsible for Monitoring:** Administrators/Counselors

**Problem Statements:** School Culture and Climate 1

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 2

BMS will conduct all safety drills per district protocols and enhance campus security by installing privacy film on classroom windows to prevent intruder visibility--supporting a safe and secure physical environment for all students.

**Strategy's Expected Result/Impact:** 1) Increased student and staff safety through consistent emergency preparedness.

2) Reduced visibility for potential intruders, minimizing external threats during lockdowns.

3) Improved sense of security for students, staff, and families.

4) Enhanced compliance with district and state safety regulations.

Privacy film will be completed by September 2025.

**Staff Responsible for Monitoring:** Administrators/SRO

**ESF Levers:** Lever 3: Positive School Culture

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## Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Inappropriate behavior in certain classrooms and campus areas negatively affects student learning and the overall school climate.

BMS lacks consistently implemented/enforced routines, procedures, and behavior expectations across classrooms and campus areas, resulting in inconsistent classroom management. This inconsistency contributes to frequent disruptions in some classrooms, hindering student learning and reducing instructional time.

## Performance Objective 2

Brabham Middle School will strengthen mutual relationships with families and the broader community through outreach, consistent engagement, and collaboration

**Evaluation Data Source:** Sign-in sheets and attendance, event calendaring, vendor participation, stakeholder referrals

### Strategy 1

BMS will organize events such as family nights, open houses, and cultural celebrations to foster community and encourage parent participation.

**Strategy's Expected Result/Impact:** By organizing engagement events, Brabham Middle School can effectively strengthen parent participation, build community, and create a supportive environment that positively impacts student success and well-being.

**Staff Responsible for Monitoring:** Administrators/Counselors

**Problem Statements:** Family and Community Engagement 1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 2

BMS will use the Wildcats Resource Center to strengthen school-community partnerships by connecting families to resources and fostering active engagement. Multilingual outreach will ensure all stakeholders feel supported and included.

**Strategy's Expected Result/Impact:** This strategy will strengthen school-community partnerships, increase family engagement, and improve access to resources by fostering inclusive, multilingual communication through the Wildcats Resource Center.

**Staff Responsible for Monitoring:** Counselors

**Problem Statements:** School Organization 1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Parent/Family engagement in activities that will help them support the academic success does not exist.

BMS has not established events that provide opportunities for parents and families to engage in academic activities.

## Performance Objective 2 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

While we have vast communication systems in place, there is still a need for improved systems to facilitate better communication among all stakeholders.

Not all stakeholders regularly follow or connect with the current communication systems.

## Performance Objective 3

Brabham Middle School will build and maintain genuine, trust-based relationships by setting and modeling clear expectations, providing constructive feedback, and fostering open communication for mutual growth and understanding

**Evaluation Data Source:** Observation and Feedback/Coaching Data, T-TESS Data, 3X3 Data, Discipline Data, Counseling Data

### Strategy 1

BMS will use consistent observation and feedback protocols to establish a clear feedback loop that promotes teacher growth, reinforces shared expectations, and fosters trust--ensuring teachers are valued partners in building a safe, collaborative, and relationship-driven school environment.

**Strategy's Expected Result/Impact:** The expected impact is increased teacher effectiveness, stronger professional relationships, and a more positive, collaborative school culture that supports safety, trust, and shared ownership of student success.

**Staff Responsible for Monitoring:** Administrators

**Problem Statements:** School Culture and Climate 1

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

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## Strategy 2

BMS will foster a student-centered culture by clearly communicating expectations and providing timely, constructive feedback that promotes self-reflection, accountability, and active student ownership of a safe and supportive learning environment (i.e. Kulture Talks)

**Strategy's Expected Result/Impact:** Increased student accountability, improved behavior and academic performance, stronger relationships, and a more respectful, safe, and engaging school environment.

**Staff Responsible for Monitoring:** Administrators and counselors

**Problem Statements:** School Culture and Climate 1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Inappropriate behavior in certain classrooms and campus areas negatively affects student learning and the overall school climate.

BMS lacks consistently implemented/enforced routines, procedures, and behavior expectations across classrooms and campus areas, resulting in inconsistent classroom management. This inconsistency contributes to frequent disruptions in some classrooms, hindering student learning and reducing instructional time.

## Performance Objective 4

Brabham Middle School will strengthen educators' skills in building genuine relationships and effective mentorship to support student success and a collaborative school environment

**Evaluation Data Source:** Mentor Teacher Program Completion Lists, Surveys, Participation Levels, Career Fair Schedules

## Strategy 1

BMS will enhance professional development through district-aligned HQIM training, campus-led sessions, and teacher-created "pop-up PD shops." Mentor teachers will provide ongoing coaching, modeling, and collaboration to support new and developing staff.

**Strategy's Expected Result/Impact:** The expected impact is increased teacher capacity, stronger instructional practices, and a collaborative culture of continuous professional growth.

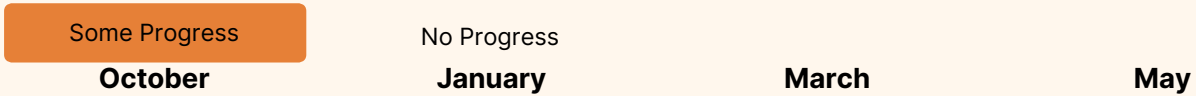
**Staff Responsible for Monitoring:** Administrators

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews



# Goal 5 Communication: We will align communication to ensure messaging is intentional, consistent, and easily accessible.

## Performance Objective 1

BMS will conduct surveys to identify frequently used communication platforms and solicit feedback from stakeholders.

**Evaluation Data Source:** Survey data

### Strategy 1

Brabham Middles School will conduct a twice yearly stakeholder surveys to help improve communication strategies and to gather feedback to assess campuses performance.

**Strategy's Expected Result/Impact:** Improved communication between the school and stakeholders by identifying and prioritizing the most effective platforms, leading to increased engagement, awareness, and trust among families and the community.

**Staff Responsible for Monitoring:** Administrator (Principal)

**Problem Statements:** School Organization 1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

## Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

While we have vast communication systems in place, there is still a need for improved systems to facilitate better communication among all stakeholders.

Not all stakeholders regularly follow or connect with the current communication systems.

## Performance Objective 2

Brabham Middle School will use multiple mediums on a consistent and regular basis to engage community stakeholders.

## Strategy 1

By August 2025, BMS will implement a weekly communication system that includes a "Week at a Glance" email to parents, a weekly newsletter for parents and staff, and regular updates via social media to ensure families stay informed and engaged in campus events, priorities, and student learning.


**Strategy's Expected Result/Impact:** Increased parent and staff awareness, engagement, and trust through consistent and accessible communication--leading to stronger school-home partnerships and greater support for student success

**Staff Responsible for Monitoring:** Administrators

**Problem Statements:** School Organization 1

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

 Accomplished

**October**

 Accomplished

**January**

**March**

**May**

## Performance Objective 2 Problem Statements Identifying School Organization

Problem Statement

Root Cause

**1**

While we have vast communication systems in place, there is still a need for improved systems to facilitate better communication among all stakeholders.

Not all stakeholders regularly follow or connect with the current communication systems.