

Pflugerville Independent School District

Bohls Middle School

2026-2027 Improvement Plan

Accountability Rating: C



Mission Statement

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

Vision

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

Value Statement

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

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

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

Bohls Middle School Population (Source: OnDataSuite)

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

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

Student Special Program Identification/Participation - Bohls Middle School

(Source: BMS TAPR & OnDataSuite)

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

Student Special Program Identification/Participation - Bohls Middle School

(Source: BMS TAPR & OnDataSuite)

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

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

Staff

Staff Information (Source: BMS TAPR and OnData Suite)

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

In our first year, 67.5% of BMS teachers identified as white, while 78% of students identified as an ethnicity other than white. Currently, 54% of BMS

teachers identify as white, while 83% of our students identify as an ethnicity other than white.

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

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

Teachers by Years of Experience (Source: OnDataSuite)				
	2021-2022	2022-2023	2023-2024	2024-2025

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

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

Teacher Retention (Source: OnDataSuite)				
	2021 - 2022	2022 -2023	2023 - 2024	2024 - 2025
Retention From Prior Year %	0%	68.9%	90%	90%
Mobility New to Campus %	0%	9.8%	.3%	1.6%
Mobility Left Campus %	0%	3.3%	.5%	1.6%

Teacher Retention (Source: OnDataSuite)				
New to District %	0%	26.2%	18%	8.3%
Left District %	0%	27.9%	9%	8.3%

Community

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

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 2: The campus has gone through several transitions in the last 4 years, which have impacted the school's ability to effectively communicate and engage with the community in support of academics and character initiatives. As a result, the cultivation of SEL initiatives has been delayed and will need to be a focal point for the 2026-2027 school year

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

Problem Statement 3: BMS missed several Closing the Gaps student group targets at Meets Grade Level or Above performance on STAAR (Academic Achievement).

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

Problem Statement 4: During the 2026-2027 school year, BMS attendance rates will increase from 94.2% in the prior year to 96.5%. Chronic Absenteeism rates will be reduced from 13% to 7.3%. We will implement consistent systems to support student documentation and parent notification of attendance letters.

Root Cause: Parents were not aware of state compulsory attendance requirements and board requirements for promotion.

Student Learning

Student Learning Summary

2025-2026 Star360 Reading and Math Screener Results

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

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

STAR 360 Reading 25-26

STAR 360	6th Grade BOY Reading 25-26				6th Grade EOY Reading 25-26			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	14.33%	11.84%	18.38%	55.45%	14.78%	15.72%	16.04	53.46%

STAR 360	7th Grade BOY Reading 25-26				7th Grade EOY Reading 25-26			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	14.65%	13.92%	14.65%	56.78%	10.61%	17.8%	16.29%	55.3%

STAR 360	8th Grade BOY Reading 25-26				8th Grade EOY Reading 24-25			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	18.18%	20.98%	15.38%	45.45%	8.73%	18.91%	18.91%	53.45%

STAR 360 Math

STAR 360	6th Grade BOY Math 24-25				6th Grade EOY Math 24-25			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	8.41%	10.9%	14.33%	66.36%	7.25%	12.39%	16.62%	63.75%

STAR 360	7th Grade BOY Math 24-25				7th Grade EOY Math 24-25			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	10.45%	10.07%	13.43%	66.04%	8.55%	10.04%	15.24%	66.17%

STAR 360	8th Grade BOY Math 25-26				8th Grade EOY Math 25-26			
	Urgent	Intervention	On Watch	AtAbove	Urgent	Intervention	On Watch	AtAbove
Bohls Middle	9.86%	17.35%	15.65%	57.14%	7.19%	11.99%	22.26%	58.56%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB (Current & Monitore
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approach Grade Level or Above	2026	74%	74%	71%	64%	61%	87%	-	86%	-	93%	26%	92%	78%	57%	57%	62%
	2025	77%	77%	76%	71%	69%	86%	-	86%	*	93%	35%	91%	79%	71%	68%	68%
At Meets Grade Level or Above	2026	56%	54%	49%	38%	42%	64%	-	72%	-	53%	11%	67%	54%	39%	34%	35%
	2025	56%	57%	51%	53%	40%	58%	-	82%	*	67%	20%	82%	56%	43%	40%	40%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB (Current & Monitored)
At Masters Grade Level	2026	30%	31%	24%	16%	19%	35%	-	41%	-	27%	2%	42%	30%	12%	12%	14%
	2025	29%	28%	24%	21%	13%	37%	-	36%	*	53%	9%	36%	23%	24%	13%	12%
Grade 6 Mathematics																	
At Approach Grade Level or Above	2026	74%	71%	65%	49%	59%	84%	-	83%	-	73%	32%	92%	70%	56%	53%	58%
	2025	74%	73%	75%	68%	67%	91%	-	90%	*	87%	47%	91%	79%	68%	67%	69%
At Meets Grade Level or Above	2026	40%	35%	31%	23%	20%	51%	-	55%	-	33%	7%	58%	36%	22%	17%	18%
	2025	40%	37%	33%	18%	30%	37%	-	62%	*	40%	15%	45%	35%	31%	23%	31%
At Masters Grade Level	2026	16%	12%	9%	2%	6%	13%	-	28%	-	7%	0%	17%	11%	4%	4%	8%
	2025	16%	13%	11%	12%	6%	21%	-	19%	*	13%	4%	18%	10%	13%	5%	4%
Grade 7 Reading																	
At Approach Grade Level or Above	2026	78%	78%	76%	76%	71%	79%	*	92%	*	88%	45%	100%	80%	68%	68%	68%
	2025	76%	77%	71%	69%	62%	89%	-	88%	*	75%	24%	64%	74%	68%	63%	63%
At Meets Grade Level or Above	2026	56%	56%	49%	44%	44%	58%	*	72%	*	50%	15%	57%	53%	43%	40%	44%
	2025	54%	55%	44%	43%	31%	70%	-	63%	*	42%	4%	36%	41%	49%	36%	35%
At Masters Grade Level	2026	32%	32%	30%	22%	23%	44%	*	48%	*	38%	11%	43%	32%	25%	20%	23%
	2025	27%	30%	22%	27%	14%	38%	-	25%	*	8%	0%	18%	21%	23%	16%	20%
Grade 7 Mathematics																	
At Approach Grade Level or Above	2026	51%	36%	39%	21%	36%	46%	-	64%	*	64%	21%	*	42%	33%	30%	36%
	2025	55%	42%	33%	30%	29%	43%	-	56%	*	14%	11%	57%	38%	27%	23%	31%
At Meets Grade Level or Above	2026	32%	16%	19%	4%	19%	29%	-	18%	*	27%	10%	*	23%	11%	14%	21%
	2025	33%	17%	12%	7%	10%	18%	-	31%	*	0%	2%	14%	11%	13%	7%	14%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB (Current & Monitored)
At Masters Grade Level	2026	10%	2%	2%	0%	1%	4%	-	9%	*	9%	2%	*	2%	3%	1%	2%
	2025	11%	2%	1%	0%	1%	0%	-	6%	*	0%	0%	0%	1%	1%	1%	1%
Grade 8 Reading																	
At Approach Grade Level or Above	2026	84%	87%	88%	91%	83%	93%	-	97%	*	91%	54%	*	86%	91%	84%	85%
	2025	82%	83%	83%	83%	75%	95%	-	93%	*	100%	46%	91%	82%	84%	73%	68%
At Meets Grade Level or Above	2026	61%	64%	59%	53%	50%	74%	-	90%	*	45%	14%	*	58%	61%	51%	57%
	2025	58%	58%	60%	68%	44%	78%	-	89%	*	69%	22%	82%	61%	56%	43%	36%
At Masters Grade Level	2026	33%	36%	29%	30%	17%	44%	-	52%	*	36%	4%	*	29%	29%	17%	27%
	2025	32%	32%	33%	32%	23%	45%	-	64%	*	31%	5%	36%	35%	27%	23%	15%
Grade 8 Mathematics																	
At Approach Grade Level or Above	2026	75%	73%	75%	71%	67%	86%	*	94%	*	75%	42%	83%	75%	75%	68%	70%
	2025	71%	70%	64%	72%	47%	86%	-	84%	*	80%	22%	73%	63%	65%	52%	53%
At Meets Grade Level or Above	2026	49%	47%	42%	29%	37%	55%	*	64%	*	42%	20%	67%	45%	38%	34%	42%
	2025	47%	45%	38%	32%	25%	61%	-	64%	*	40%	3%	36%	35%	42%	25%	34%
At Masters Grade Level	2026	17%	15%	11%	9%	9%	20%	*	15%	*	0%	7%	50%	13%	8%	6%	8%
	2025	18%	19%	16%	12%	8%	33%	-	36%	*	20%	3%	27%	13%	23%	9%	18%
Grade 8 Science																	
At Approach Grade Level or Above	2026	77%	81%	75%	70%	67%	89%	-	97%	*	82%	36%	*	75%	76%	67%	72%
	2025	74%	75%	67%	62%	57%	90%	-	86%	*	81%	26%	82%	69%	63%	52%	52%
At Meets Grade Level or Above	2026	55%	62%	49%	38%	40%	72%	-	69%	*	55%	16%	*	49%	50%	37%	41%
	2025	48%	49%	38%	27%	28%	53%	-	71%	*	50%	6%	27%	38%	37%	25%	25%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB (Current & Monitored)
At Masters Grade Level	2026	30%	38%	23%	19%	14%	44%	-	34%	*	27%	2%	*	23%	24%	13%	17%
	2025	19%	20%	12%	9%	6%	23%	-	32%	*	13%	0%	27%	12%	13%	6%	4%
Grade 8 Social Studies																	
At Approach Grade Level or Above	2026	59%	63%	59%	55%	47%	80%	-	93%	*	45%	24%	*	58%	61%	50%	56%
	2025	58%	57%	56%	62%	41%	75%	-	86%	*	63%	9%	100%	59%	51%	40%	38%
At Meets Grade Level or Above	2026	33%	37%	35%	34%	24%	57%	-	52%	*	36%	14%	*	34%	38%	23%	32%
	2025	32%	29%	30%	27%	19%	38%	-	64%	*	50%	6%	50%	30%	29%	21%	18%
At Masters Grade Level	2026	17%	18%	16%	15%	8%	37%	-	24%	*	9%	4%	*	18%	13%	12%	13%
	2025	17%	14%	15%	9%	10%	18%	-	36%	*	31%	3%	40%	17%	10%	7%	8%
End of Course Algebra I																	
At Approach Grade Level or Above	2026	83%	77%	100%	100%	100%	100%	-	100%	*	100%	*	*	100%	100%	100%	100%
	2025	78%	72%	99%	94%	100%	100%	-	100%	-	100%	*	*	100%	95%	96%	100%
At Meets Grade Level or Above	2026	51%	43%	76%	70%	69%	91%	-	80%	*	60%	*	*	76%	75%	66%	80%
	2025	45%	38%	84%	81%	83%	82%	-	100%	-	67%	*	*	85%	82%	84%	92%
At Masters Grade Level	2026	28%	21%	39%	30%	36%	45%	-	60%	*	40%	*	*	42%	34%	24%	53%
	2025	27%	20%	53%	63%	43%	47%	-	75%	-	50%	*	*	56%	45%	52%	67%

2025 Accountability Ratings

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

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		77	C	
Student Achievement		76	C	0%
STAAR Performance	45	76		
College, Career and Military Readiness				
Graduation Rate				
School Progress		77	C	70%
Academic Growth	65	76	C	
Relative Performance (Eco Dis: 54.8%)		77	C	✓
Closing the Gaps	53	77	C	30%

Missed Closing the Gaps Targets

- Academic Achievement in Math: African American, Hispanic, Asian, Two or More Races, Eco Dis, Emergent Bilingual, Special Education, Continuously Enrolled
- Academic Growth in Math: White, Two or More Races, and Continuously Enrolled.
- Progress in Achieving English Language Proficiency for Emergent Bilingual students: Target 30% Campus 2026 Rate: 24% 2025 Rate: 20%

- Student Success: The target was 47; 2026 Rate: 45, 2025 Rate: 43

Identification for Additional Targeted Support & Improvement

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

Targeted Support & Improvement

- Two or More Races
- Special Education
- Continuously Enrolled

Additional Targeted Support & Improvement

- Two or More Races.

Additionally, the following student groups have missed the same three indicators for two consecutive years and are in danger of being included for Targeted Support & Improvement if results do not improve during 2026-2027:

- Hispanic student group
- Economically Disadvantaged student group
- Asian

Bohls MS is required to develop and implement a Local Improvement Plan (LIP) during the 2026-2027 school year.

Student Learning Strengths

Bohls Middle School Strengths

- **Strong overall reading performance, particularly in 7th and 8th grades.**
7th-grade reading increased from **71% to 76% at Approaches**, **44% to 49% at Meets**, and **22% to 30% at Masters**.
- **Significant 8th-grade reading performance.**
8th-grade reading increased to **88% at Approaches**, with **59% at Meets** and **29% at Masters**. The campus also outperformed its 2025 campus Approaches rate by 5 percentage points.
- **Strong 8th-grade mathematics growth.**
8th-grade math increased from **64% to 75% at Approaches**, **38% to 42% at Meets**, and maintained a strong **11% at Masters** rate.
- **Significant 8th-grade science growth.**
Science was one of the clearest areas of strength, increasing from **67% to 75% at Approaches**, **38% to 49% at Meets**, and **12% to 23% at Masters**—a **11-point gain at both Meets and Masters**.
- **Strong performance in Algebra I.**
Bohls students achieved **100% at Approaches**, **76% at Meets**, and **39% at Masters** in 2026. This reflects particularly strong performance among students taking Algebra I.

- **Growth in 8th-grade social studies.**

8th-grade social studies improved slightly across all three performance levels: Approaches increased from **56% to 59%**, Meets from **30% to 35%**, and Masters from **15% to 16%**.

- **Evidence of growth in multiple student groups.**

The data show particularly strong performance for several student groups, including **Asian students, White students, and continuously enrolled students** in multiple tested areas. For example, 8th-grade reading reached **97% Approaches for Asian students** and **93% for White students**.

- **Strong Star360 math outcomes for students already performing at/above benchmark.**

End-of-year Star360 results show **63.75% of 6th graders, 66.17% of 7th graders, and 58.56% of 8th graders** in the At/Above category.

Problem Statements Identifying Student Learning Needs

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

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

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

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

Problem Statement 3: Problem Statement 3 (Prioritized): Upbeat data shows that 38% of staff and 49% of faculty view appreciation negatively.

Root Cause: Root Cause: Failure to implement regular recognition from campus administration, and lack of team building opportunities that develop trust.

Problem Statement 4: During the 2026-2027 school year, BMS attendance rates will increase from 94.2% in the prior year to 96.5%. Chronic Absenteeism rates will be reduced from 13% to 7.3%. We will implement consistent systems to support student documentation and parent notification of attendance letters.

Root Cause: Parents were not aware of state compulsory attendance requirements and board requirements for promotion.

Problem Statement 5: BMS missed several Closing the Gaps student group targets at Meets Grade Level or Above performance on STAAR (Academic Achievement).

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

Problem Statement 6: The Hispanic, African American and SPED student groups reflects large achievement gap academically or behaviorally.

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

Problem Statement 7: The campus has gone through several transitions in the last 4 years, which have impacted the school's ability to effectively communicate and engage with the community in support of academics and character initiatives. As a result, the cultivation of SEL initiatives has been delayed and will need to be a focal point for the 2026-2027 school year

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

Problem Statement 8: Current reading data indicates that a significant number of students are performing below grade level, particularly those requiring additional academic support. Limited access to high-quality, leveled texts and intervention materials is hindering teachers' ability to provide effective differentiated instruction. Without increased resources, students at risk of falling further behind will not meet

Root Cause: Students are not making adequate reading progress because classrooms and intervention settings lack sufficient leveled books and high-interest materials needed to effectively differentiate instruction. This limited access to appropriate texts prevents teachers from providing targeted, skill-specific practice for students performing below grade level.

Problem Statement 9: At Bohls Middle School, 65% of students did not demonstrate mastery of grade-level expectations on the Math STAAR assessment.

Root Cause: This outcome reflects inconsistent Tier 1 instruction aligned to STAAR rigor, limited use of formative assessment to address misconceptions in real time, and intervention systems that were not consistently targeted to student skill gaps. As a result, many students did not develop the depth of understanding needed for grade-level mastery.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

Teaching & Learning, Assessment system

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

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

Required Formal Assessments:

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

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

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

Campus system for PLCs

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

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

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

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

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

Site-based decision-making (CAAC)

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

Staff - Professional Learning

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

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

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

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

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

Student Attendance

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

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

Student Disciplinary Data

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

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

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

Programs and Opportunities for Students

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

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

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

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

The Five SEL Competencies will focus on:

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

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

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

Enrichment

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

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

Acceleration Options at BMS:

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

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

Interventions

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

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

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

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

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

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

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

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

analysis through PLC.

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

Staff Recruitment and Retention

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

School Organization

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

Technology

- BMS is a 1 to 1 technology device campus.

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

Problem Statements Identifying School Processes & Programs Needs

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

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

Problem Statement 2: There is a lack of student recognition for academic accomplishments.

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

Problem Statement 3: During the 2026-2027 school year, BMS attendance rates will increase from 94.2% in the prior year to 96.5%. Chronic Absenteeism rates will be reduced from 13% to 7.3%. We will implement consistent systems to support student documentation and parent notification of attendance letters.

Root Cause: Parents were not aware of state compulsory attendance requirements and board requirements for promotion.

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

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

Problem Statement 5: The campus has gone through several transitions in the last 4 years, which have impacted the school's ability to effectively communicate and engage with the community in support of academics and character initiatives. As a result, the cultivation of SEL initiatives has been delayed and will need to be a focal point for the 2026-2027 school year

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

Perceptions

Perceptions Summary

Staff Engagement

Vision, Mission, Commitments and Values

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

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

Commitments:

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of student recognition for academic accomplishments.

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

Problem Statement 2: The Hispanic, African American and SPED student groups reflects large achievement gap academically or behaviorally.

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

Problem Statement 3: The campus has gone through several transitions in the last 4 years, which have impacted the school's ability to effectively communicate and engage with the community in support of academics and character initiatives. As a result, the cultivation of SEL initiatives has been delayed and will need to be a focal point for the 2026-2027 school year

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

Problem Statement 4: During the 2026-2027 school year, BMS attendance rates will increase from 94.2% in the prior year to 96.5%. Chronic Absenteeism rates will be reduced from 13% to 7.3%. We will implement consistent systems to support student documentation and parent notification of attendance letters.

Root Cause: Parents were not aware of state compulsory attendance requirements and board requirements for promotion.

Goals

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

Performance Objective 1: Bohls Middle School will retain at least 90% of our Highly Effective Teachers for the 2026-2027 school year - unless they move out of the area, retire, or are promoted.

High Priority

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

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

Performance Objective 2: As open positions become available, Bohls MS will actively recruit, support, and retain experienced, highly qualified staff, including at least one faculty member in the interview process.

High Priority

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

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

Performance Objective 1: By June 2027, there will be increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 6-8 for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

-RLA Academic Growth from 63% to 73%

-Approaches from 77% to 80%

-Meets from 52% to 58%

-Masters from 26% to 36%

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

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

Performance Objective 2: By June 2027, there will be increases in both Growth and Achievement on STAAR Math tests across grades 6-8 and Algebra I for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

- Math Academic Growth from 62% to 72%
- Approaches from 67% to 75%
- Meets from 37% to 45%
- Masters from 12% to 25%

High Priority

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

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

Performance Objective 3: By June 2027, there will be increases in Achievement at all performance levels on 8th grade STAAR Science and Social Studies tests for all student groups to meet Closing the Gaps Student Success Status targets.

Science - Improved Spring 2027 STAAR outcomes from the prior year will be:

- Approaches from 75% to 80%
- Meets from 49% to 55%
- Masters from 23% to 30%

Social Studies - Improved Spring 2027 STAAR outcomes from the prior year will be:

- Approaches from 59% to 66%
- Meets from 35% to 40%
- Masters from 16% to 25%

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

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

Performance Objective 4: By June 2027, increase the percentage of Emergent Bilingual students who progress at least one English proficiency level on their TELPAS composite rating from 24% to 30% compared to the prior year.

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

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

Performance Objective 1: During the 2026-2027 school year, Bohls Middle School will ensure that the student demographics for participation in advanced courses are within 5 percentage points of the demographics of our individual student groups.

Evaluation Data Sources: Screener data gathered from DFA, CFA and Unit tests for formative assessments, 2026 STAAR results at Masters Grade Level performance for: 6th Grade Reading and Math 7th Grade Reading, Math 8th Grade Reading, Math, Science and Social Studies Algebra I EOC

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

Performance Objective 2: During the 2026-2027 school year, Bohls Middle School will enroll students in courses for high school credit such as College and Career Pathways, Health, Professional Communication, and Spanish or Career and Technology Education courses that promote entrance into high school pathways.

Evaluation Data Sources: Course enrollment data

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Bohls Middle School's 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

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

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Bohls MS will maintain a referral and disciplinary placement rate 5 percentage points lower than the prior school year with no significant discrepancies in the rates of referrals and disciplinary placements between each student demographic group, including students with disabilities.

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: To support a positive culture and climate, BMS will establish community outreach common practices to provide at least 2 outreach opportunities to engage students, staff, parents, and the business community throughout the 2026-2027 school year.

Evaluation Data Sources: BMS PTO, Art Show, Band Performances, Choir Performances, Theater Performances

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During the 2026-2027 school year, BMS attendance rates will increase from 94% in the prior year to 96%. Chronic Absenteeism rates will be reduced from 13.1% to 8.3%.

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: During 2026-2027, Bohls MS will ensure coordinated school health by providing daily physical activity for 100% of 6th and 7th graders through PE or school-wide activities and at least 80% of 8th graders through PE or school-wide activities. All required students will complete the FitnessGram.

Evaluation Data Sources: FitnessGram data reports, physical education attendance records, and campus participation logs for school-wide physical activity (including PE rosters, activity participation tracking, and student FitnessGram completion reports).

Plan Notes

LOCAL IMPROVEMENT PLAN (LIP)

School Improvement Strategy

Bohls will monitor and implement Intensive Curriculum & Instruction Improvements

Monitoring of Plan Implementation

Strengthen Math instructional core. Ensure every student receives TEKS-aligned grade-level curriculum by utilizing the district curriculum documents. ILT will conduct walkthroughs weekly using the Content-Agnostic coaching tool (20 per week) in conjunction with TTESS. Monitor PLC Relay Strategies weekly planning meetings and data meetings (Internalization and Data-Driven Instruction).

Strengthen Tier 1 Math Instruction and align intervention systems with current core learning. Assign IXL lessons based on the DDI outcomes and ILT action steps.

Establish a precise Math Intervention system and conduct targeted 4-6 week learning cycles with an external numeracy program monitored daily during a dedicated advisory block.

Implement a close progress monitoring system and provide targeted academic interventions. Dedicated staff will pull students for small group instruction based on data from the numeracy program.

Strengthen core instruction, establish Math non-negotiables, and monitor student group performance inside Tier 1. Strong start practice clinics implemented with fidelity and monitored. Check for UPS check utilization and exit ticket/lesson closure as evidenced by PLC lesson internalization and data protocol.

Protect our academic gains, study the successful practices that led to growth, and sustain core Math monitoring. Monitoring groups will be reviewed during ILT and adjustments will be made. Provide enrichment opportunities for our Meets and Masters groups during a dedicated advisory block.

The district will monitor implementation of the Local Improvement Plan through the existing School Improvement support structure. Monitoring will focus on both implementation of the identified improvement strategy and evidence of its impact on student outcomes.

District monitoring will include Campus Support Team meetings, a review of student performance data, and coaching by School Improvement staff. Effective

Schools Facilitators and/or District Instructional Coaches will provide differentiated support based on campus need and will communicate implementation progress, barriers, and needed adjustments to district and campus leadership.

The district will review evidence of implementation and student progress each quarter to determine whether the strategy is being implemented as intended and whether adjustments to the plan or level of district support are necessary.

Additional District Actions if Implementation is Unsuccessful

If monitoring indicates that the improvement strategy is not being implemented with fidelity or is not producing sufficient progress toward identified student performance goals, the district and campus will identify the underlying barrier and adjust the improvement approach.

Additional district actions may include increasing the frequency or intensity of coaching and Campus Support Team monitoring, providing targeted professional learning or technical assistance, and assigning additional district staff or external support providers.

Reallocation of Resources

Reallocated Title I funds to transition a campus IC role to an intervention position. As a result, the leadership team will fill in as professional development providers, and coaches to support teachers.

To achieve a 96.5% attendance goal, and ensure we are maximizing the instructional block and adjustments we are making, we have a focus on a positive campus culture. Use Relay strategies to impact culture through student and staff recognition on announcements and launch assemblies during the advisory block once a month to celebrate student and staff achievements. Upbeat survey data indicated that teachers would like regular recognition and appreciation as part of a positive campus climate. APEX fundraiser provided opportunities to support student climate and create clubs on Friday enrichment to strengthen the culture and build community based on interest groups.

The district will prioritize and reallocate resources to campuses identified for school improvement based on demonstrated need. Identified campuses will receive differentiated support from Effective Schools Facilitators and District Instructional Coaches, campus-based coaching and support, leadership development and professional learning, and access to district and external technical assistance aligned to the campus improvement strategy.

The district will also prioritize time and staffing capacity for identified campuses through differentiated Campus Support Team meeting frequency, district leadership involvement, protected time for campus leadership teams to engage in data analysis and improvement planning, and coordination of district initiatives and external supports to reduce duplication and maximize time available for implementation.

When additional resources are needed to successfully implement the improvement strategy, the district will identify and direct available grant, federal, state,

or local resources to address the identified need.

Student Performance Goals

Grade / Course	2026 Baseline	Campus Finalized 26-27 Leading Indicator
Grade 6	64% / 30% / 8%	90% / 60% / 30%
Grade 7	37% / 17% / 2%	80% / 40% / 20%
Grade 8	73% / 40% / 10%	90% / 60% / 30%
Algebra I	100% / 73% / 39%	100% / 90% / 75%

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 Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums