

White Settlement Independent School District



Brewer Middle School

2026-2027 Campus Improvement Plan

Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

Vision

Developing passion to learn ... discovering purpose for tomorrow.

Value Statement

We believe:

- Students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
- A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
- Continuous professional growth is essential for student success.

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Comprehensive Needs Assessment

Demographics

Summary

Brewer Middle School is a large and diverse school in White Settlement ISD with about 1,550 students. Almost half of the students are Hispanic, and about 62% are considered economically disadvantaged. Around 59% of students are considered at risk, while about 16% receive special education services and 16% are Emergent Bilingual. The school has grown a lot over the past several years, especially after adding sixth grade. Overall, Brewer has a diverse student population and serves many students who may need additional academic and other support.

All demographic data will be updated after snapshot day in October.

Strengths

The strengths at Brewer Middle School lie within its diversity. The data from our demographic summary shows how BMS students can collaborate and learn along side a diverse group of peers. Students are able to learn from others outside their own races, cultures, and socioeconomic backgrounds to gain perspectives they would not have known otherwise.

Community stakeholders are also diverse. The community stakeholders include, but are not limited to; parents, business owners, neighbors, and volunteers. The diversity in our school mirrors the diversity in the White Settlement stakeholder group. Our community stakeholders share the same values as our campus administrators, staff, and students. The evidence can be seen in our campus surveys and school wide demographics data.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations.	Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate.
2★	Student demographic data reveal achievement and growth disparities among identified student groups. Targeted interventions, differentiated instruction, and consistent progress monitoring are needed to address these gaps and ensure equitable academic outcomes for all students.	More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support. The need to strengthen consistent campus-wide practices for using student data to differentiate instruction, provide targeted interventions, and monitor progress for identified student groups.

★ = Priority

Student Learning

Summary

Although student success is measured in many different ways, Standardized testing provided by the state is the most recognized measurement of student success. Our goal is for all students to meet passing standards and show growth in all areas of STAAR testing.

Any student who is not successful on any administered test will be provided with an intensive plan for improvement.

Strengths

All core teachers with with an administrator and instructional coach in a weekly PLC meeting to plan for and monitor student instruction. Data is used to drive future instruction as well as interventions.

All students who did not meet standards on the 2026 STAAR assessment will be enrolled in a Math and/or Reading lab class to meet HB1416 requirements.

Thinking Maps, critical writing, the workshop model, fundamental 5 and rigor and relevance are focused on in all classes.

Students individually track their data and are rewarded on a weekly, monthly and yearly basis for positive results in learning, attendance and behavior.

Problem Statements Identifying Student Learning Needs

Problem Statement		Root Cause
1 ★	Tier 1 instruction is currently not meeting the needs of all students.	The quality of Tier 1 panning has not met the rigor of the grade level standards.
	2 ★	7th grade STAAR math data indicate that students are not consistently demonstrating mastery of grade-level mathematics standards, resulting in achievement gaps and lower-than-desired performance.
		Gaps in prerequisite skills and inconsistent application of data-driven instruction, targeted intervention, and progress monitoring contribute to students' difficulty mastering grade-level math standards.

★ = Priority

School Processes & Programs

Summary

BMS is organized into grade-level departments by subject. These departments meet weekly in their Professional Learning Communities (PLC's) to discuss how the curriculum will be addressed and how the data will drive their instruction. The district and campus-level administrators support each department's curriculum as long as it is standards and data-driven. Best practice Tier 1 instruction is goal for all PLC's to develop. Additionally, teachers provide Tier II intervention in the classroom and during Math and Reading Lab.

The partnership between school and home is an important component of our students' success. BMS utilizes a campus website, Facebook, Instagram, Canvas and Parent Square email blasts/texts/voice calls, to keep our families and community up to date on-campus events. In addition, SchoolStatus is used for teachers and staff to call home, text, email and translate if needed.

As part of the district technology initiative, Dell laptops are available for all students. The flexibility of these devices provides the teacher and student with different avenues to enrich learning. Flexibility is also key in identifying ways to close gaps and provide remediation in real-time. Smartboards are included in all classes.

WSISD curriculum is aligned with the state Texas Essential Knowledge and Skills (TEKS) which focus on college and career readiness. In addition, the district implements TEKS Resources for lateral and vertical alignment. The TEKS in math (grades 6-8), reading (grades 6-8), science (grade 8), and social studies (grade 8) are assessed through the STAAR state assessments each spring. Teacher feedback will be provided to students through classroom participation, homework and classwork, teacher-developed tests, campus-based common assessments, district developed common assessments, use of Canvas, semester exams and benchmarks.

Strengths

The BMS master schedule ensures that all grade-level core departments, SPED and ESL staff have the same PLC period, allowing them the time necessary to have a designated PLC time to collaborate and investigate the data in order to better service students. PLC's meet weekly in the PLC room with administrator and/or instructional coach present to collaborate interventions and instructional needs for goals in the classroom. Our campus and district also sends out numerous surveys asking for input on various items including a mid-year and end of year survey.

Current outreach programs are listed below:

- Meet the Teacher Night
- Spring Student Showcase
- Spanish Information Night
- Spanish Heritage Celebration
- 6th, 7th, and 8th Grade Awards program
- Home Visits
- Student Council community programs
- NJHS community programs
- Hope Squad
- Communities in School
- Technology Night for Parents (IT Bears)
- After School Clubs
- Invicta

All teachers utilize a SMART Board to make lessons interactive

Technology TEKS are implemented across the campus.

- Hold all students to the state college and career readiness standards.
- Weekly grade level PLC's to discuss strategies, student achievement, intervention strategies, and individual student goals.
- Common planning periods for all grade-level core subject areas.
- Focused meetings utilizing disaggregated data to individualize student instruction.
- Common curriculum through TEKS Resource.
- STAAR math and STAAR reading teachers help fill gaps and provide additional remediation for students struggling in this area.
- Homework Club as a tutoring option is available to all students two times weekly.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Students under achieve in attendance, academically, and behaviorally with the processes in place.	Strong systems and procedures are not followed with fidelity for accountability.
2 ★ Families have multiple opportunities to connect with the campus, but additional opportunities are needed to provide parents and caregivers with curriculum-based resources and academic strategies to support student learning at home.	The campus does not yet have a consistent system for providing families with accessible, curriculum-specific resources and strategies to reinforce academic learning at home.
3 ★ Inconsistent student ID use creates campus safety gaps, makes it harder to verify who belongs on campus, and leads to uneven enforcement. Without a consistent system for ID checks and hallway monitoring, staff struggle to maintain accountability across the school.	The root cause is the lack of a consistent process for enforcing ID expectations. Inconsistent entrance checks, limited staff visibility, and uneven follow-through have led to unpredictable enforcement and lower student accountability.
4 ★ The campus has inconsistencies in teacher credentials and assigned subjects, along with an increase in emergency certifications due to fewer applicants.	The campus has seen a decline in teacher applicants and an increase in alternative certification and emergency certification requests, creating challenges in ensuring teachers are properly certified

★ = Priority

Perceptions

Summary

The BMS staff establishes and maintains positive relationships with our students, parents, and community. Our administrative team is dedicated to being visible, available, and ready to address any needs and/or concerns that may arise. Our counselors are dedicated to meeting the needs of our students and will provide guidance lessons to all students multiple times throughout the school year. The focus on ensuring that our students have the tools necessary to be successful in the classroom and in life contributes to the safe and positive school culture and climate. All staff is empowered to address misbehavior as it occurs which ensures that our students exhibit respect and responsibility at all times. Students are an integral part of ensuring our campus is a safe and productive place to learn by reporting unsafe behaviors promptly.

BMS recognizes staff with leadership qualities. These staff members are placed in positions such as Department Head, Communications Lead, Website Coordinator, etc.

Students are encouraged to become, and remain, active participants in our various clubs and organizations, and to take pride in being a Brewer Bear. Academic success is of utmost importance at BMS and is supported through our after school Homework Club. Homework Club always has certified core subject teachers available to assist students with their needs. Other teachers are also present to help administer tests and to provide individualized instruction in various content areas. Before school tutoring is also available on an individual basis.

All teachers and staff at BMS meet the federal highly qualified guidelines. As new teachers are hired, those who are new to the profession are given a mentor and automatically placed in the WSISD Developing Distinguished Educators program.

Continued professional development trainings are provided for all staff at the district and campus levels throughout the school year and summer ensuring that our staff truly are life long learners. The focus of the trainings offered are determined by staff input and research-based instructional best practices.

Implementation of skills developed through professional development will be observed through walkthroughs conducted by campus administrators, instructional dialogue in weekly department planning meetings (PLC's) and early release planning meetings as well as through increased student achievement.

The partnership between school and home is an important component of our students' success. Our staff will respond to all calls and emails within 24 hours using the ParentSquare system to ensure strong communication is maintained. BMS utilizes a campus website, access to Canvas and Skyward to see grades, Minga to inform them about any behavior issues, messages from Student Conductor to inform the parent about any tardies or fines that their student receives, teacher web pages, Facebook, Instagram, Twitter, email blasts, and automated calling systems to keep our families and community up to date on campus events.

NJHS and Student Council participate in community projects and outreach programs.

Strengths

- Highly qualified teachers and staff.
- Research based professional development provided by WSISD Curriculum and Professional Development Department in addition to trainings through Region XI Service Center.
- New teacher Developing Distinguished Educators program.
- Mentor teachers for new staff.

- Varying leadership opportunities.
- Multiple trainings provided based on needs of the campus.
- BMS has a 1:1 ratio of students to computers as a part of the district technology initiative.
- District child care available for children of district employees.
- Schedule pick up during summer
- Meet the Teacher Night
- Spanish Information Night
- Hispanic Heritage celebration
- BMS Showcase in the Spring
- Open House for incoming 6th graders in Spring
- Grade level Awards program
- Student Council community programs
- NJHS community programs

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	Due to the size of the campus, student and staff recognition, results in some having limited opportunities to be recognized for their achievements, growth, positive behavior, leadership, and contributions to the school community.	The size and complexity of the campus make it challenging to consistently identify, communicate, and celebrate student and staff accomplishments across all grade levels, programs, and student groups.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations.

Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate.

2
★

Student demographic data reveal achievement and growth disparities among identified student groups. Targeted interventions, differentiated instruction, and consistent progress monitoring are needed to address these gaps and ensure equitable academic outcomes for all students.

More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support. The need to strengthen consistent campus-wide practices for using student data to differentiate instruction, provide targeted interventions, and monitor progress for identified student groups.

3
★

Tier 1 instruction is currently not meeting the needs of all students.

The quality of Tier 1 planning has not met the rigor of the grade level standards.

4
★

Students under achieve in attendance, academically, and behaviorally with the processes in place.

Strong systems and procedures are not followed with fidelity for accountability.

5
★

Families have multiple opportunities to connect with the campus, but additional opportunities are needed to provide parents and caregivers with curriculum-based resources and academic strategies to support student learning at home.

The campus does not yet have a consistent system for providing families with accessible, curriculum-specific resources and strategies to reinforce academic learning at home.

6
★

Inconsistent student ID use creates campus safety gaps, makes it harder to verify who belongs on campus, and leads to uneven enforcement. Without a consistent system for ID checks and hallway monitoring, staff struggle to maintain accountability across the school.

The root cause is the lack of a consistent process for enforcing ID expectations. Inconsistent entrance checks, limited staff visibility, and uneven follow-through have led to unpredictable enforcement and lower student accountability.

7
★

The campus has inconsistencies in teacher credentials and assigned subjects, along with an increase in emergency certifications due to fewer applicants.

The campus has seen a decline in teacher applicants and an increase in alternative certification and emergency certification requests, creating challenges in ensuring teachers are properly certified

8
★

7th grade STAAR math data indicate that students are not consistently demonstrating mastery of grade-level mathematics standards, resulting in achievement gaps and lower-than-desired performance.

Gaps in prerequisite skills and inconsistent application of data-driven instruction, targeted intervention, and progress monitoring contribute to students' difficulty mastering grade-level math standards.

9
★

Due to the size of the campus, student and staff recognition, results in some having limited opportunities to be recognized for their achievements, growth, positive behavior, leadership, and contributions to the school community.

The size and complexity of the campus make it challenging to consistently identify, communicate, and celebrate student and staff accomplishments across all grade levels, programs, and student groups.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data

- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Support structures: mentors
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

Goal 1

Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 1 High Priority

Through high quality Tier 1 instruction, the meets category across STAAR tested subjects will grow by a minimum of 7%.

Evaluation Data Source: Benchmarks, CFA's, & STARR Scores

Strategy 1 Additional Targeted Support Strategy

Continue to evaluate current assessment data (CFA, Benchmarks, STAAR, universal screeners) to analyse student needs. Data will be analyzed in bi weekly PLC meetings to refine whole group instruction and identify individual intervention needs.

Strategy's Expected Result/Impact: Increase in results on C.F.A., district benchmarks, universal screeners, & STAAR scores
Decrease in failures
Earlier identification of struggling learners
Streamline process for SPED referrals

Staff Responsible for Monitoring: BMS Administration
Instructional Coaches
PLC/Department Heads
Teachers (RTI documents will provide evidence)

Problem Statements: Student Learning 1, 2

Funding Sources: Training over Supplemental ESL strategies and substitutes to cover classes while teachers take the ESL exam. WSISD General Fund,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2 Additional Targeted Support Strategy

Provide quality Tier 1 instruction through a 7 period schedule. Provide Tier 2 & 3 interventions in all core subject areas in all grade levels, using proven instructional strategies during homeroom,

LAB, pullout services, teacher push in support, ESL support, and Homework Club. Tutorials will be provided by highly qualified certified staff or personnel that are currently part of education collegiate programs. Provide parents with literature and resources so they can support their student with positive study habits .

Strategy's Expected Result/Impact: Nine Weeks Failure Report

C.F.A., Benchmark & STAAR data

Tutorial log

I.E.P Progress Reports

Growth in low performing SE's/TEKS

Staff Responsible for Monitoring: BMS Administration, Instructional Coaches, Writing, Reading, Math, Science, and History Teachers

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Tutoring Title I Funds,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

Increase special education, ESL, and 504 inclusion help by providing support in all core subjects, as well as continue to train and improve the inclusion support.

*Monitoring failure reports, System Safeguards, walk-throughs, lesson plans, student performance data,

*Accommodations provided to individual teachers through case managers

*Accommodation trackers to be completed by each teacher at the beginning of the year

*Inclusion teachers are active participants in the planning and PLC process.

Strategy's Expected Result/Impact: Increase in percentage of student' year growth in all tested subjects.

Staff Responsible for Monitoring: SPED Coordinator, BMS Administration, SPED Teachers, Teachers, Teaching Assistants

Problem Statements: Demographics 1, 2 - Student Learning 1

Funding Sources: Special Education Funds,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Strategy 4

Provide additional support and opportunities for students to advance to Masters or demonstrate a year's plus growth on state assessments.

*Advanced Math classes allow students to test up. (Example: Algebra I)

*Honors classes provide instruction for students that may be in between Masters and Meets but still learn at an accelerated pace.

*Lab intervention groups designed to improve student's who received did not meet state standards on the STAAR assessments.

Strategy's Expected Result/Impact: A higher level of Masters's level performance as well as an increase in students showing a year's growth.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Strategy 5

Students will keep data/goal sheets and track their progress in math and ELAR.

Strategy's Expected Result/Impact: Purposeful reflection that helps drive improved test scores. Students become driven to see what the data states and become more aware of their own capabilities. Tutoring and homework club to help close gaps on TEKS that each individual student is still showing deficiencies.

Staff Responsible for Monitoring: Math and ELAR teachers, administrators, instructional coaches.

Problem Statements: Demographics 1, 2 - Student Learning 1

Formative Reviews

Strategy 6

Intentional master scheduling paired with strategic and proactive student scheduling that ensures student academic growth.

Strategy's Expected Result/Impact: Enables teachers to provide rigorous instruction for all students' success.

Staff Responsible for Monitoring: Principal, Assistance Principals, Instructional Coaches, Counselor

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

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Strategy 7

Utilize IReady and IXL, a computer aided instructional software to monitor progress and intervene in reading and math standards.

Strategy's Expected Result/Impact: STAAR scores, interim data, benchmark data, and unit assessments

Staff Responsible for Monitoring: Core teachers, RTI coordinator, administrators, instructional coaches

Problem Statements: Demographics 1, 2

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations.

Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate.

2

Student demographic data reveal achievement and growth disparities among identified student groups. Targeted interventions, differentiated instruction, and consistent progress monitoring are needed to address these gaps and ensure equitable academic outcomes for all students.

More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support. The need to strengthen consistent campus-wide practices for using student data to differentiate instruction, provide targeted interventions, and monitor progress for identified student groups.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Tier 1 instruction is currently not meeting the needs of all students.	The quality of Tier 1 panning has not met the rigor of the grade level standards.
2	7th grade STAAR math data indicate that students are not consistently demonstrating mastery of grade-level mathematics standards, resulting in achievement gaps and lower-than-desired performance.	Gaps in prerequisite skills and inconsistent application of data-driven instruction, targeted intervention, and progress monitoring contribute to students' difficulty mastering grade-level math standards.

Performance Objective 2

Students will have access to beginning level CTE classes in 7th and 8th grade in order to advance to BHS and be eligible for internships their 11th and 12th grade year.

Evaluation Data Source: CTE course selections
Transcripts

Strategy 1

Through the master schedule 100% of students at Brewer Middle School will take a CTE class earning at least one credit for high school.

Strategy's Expected Result/Impact: Increased funding for CTE classes including staff.
If 8th graders take beginning principles classes at the middle school level, this will allow them the opportunity at internships both their junior and senior year.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors

Problem Statements: Student Learning 1 - School Processes & Programs 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Tier 1 instruction is currently not meeting the needs of all students.	The quality of Tier 1 panning has not met the rigor of the grade level standards.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Students under achieve in attendance, academically, and behaviorally with the processes in place.	Strong systems and procedures are not followed with fidelity for accountability.

Performance Objective 3

Brewer Middle School faculty and students will maintain an attendance rate of 95% each month during the school year.

Strategy 1

Student attendance will be closely monitored and communicated with parents. Additionally, students will receive incentives for perfect attendance weekly, monthly, and grading period.

Strategy's Expected Result/Impact: Improved attendance across campus which will ultimately aide in student success.

Staff Responsible for Monitoring: RTI Coordinator, Administration, Attendance Clerk

Problem Statements: School Processes & Programs 1

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Students under achieve in attendance, academically, and behaviorally with the processes in place.	Strong systems and procedures are not followed with fidelity for accountability.

Goal 2

Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

Performance Objective 1

Increase parent and family engagement by strengthening communication, building meaningful partnerships, and providing multiple opportunities for families to connect with and support the school community and student success.

Evaluation Data Source: Parent surveys.
Parent Square data.
Parent attendance.

Strategy 1

Brewer Middle School send a monthly SMORE newsletter to parents to stay updated on the latest activities, events, and great things happening at BMS. The newsletter is shared via Parent Square and social media.

Strategy's Expected Result/Impact: Parents will be well informed.
Increase in parent engagement.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 2

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

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Strategy 2

Provide parents, students, and families with relevant information, resources, and strategies through campus and community events, including Incoming 6th Grade Night, Meet the Teacher Night, Parent Academies, and the Title I Parent Meeting, to strengthen family engagement and promote student success.

Strategy's Expected Result/Impact: Increase in family engagement.

Staff Responsible for Monitoring: BMS administration.

Problem Statements: School Processes & Programs 2

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

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Families have multiple opportunities to connect with the campus, but additional opportunities are needed to provide parents and caregivers with curriculum-based resources and academic strategies to support student learning at home.	The campus does not yet have a consistent system for providing families with accessible, curriculum-specific resources and strategies to reinforce academic learning at home.

Performance Objective 2

All students and staff will wear school/district issued IDs at all times.

Strategy 1

To enhance safety and security, BMS will issue every student an ID and lanyard that is to be worn at all times while on campus. Staff will check each morning when they enter the building and entering each class to ensure students are wearing their ID.

Strategy's Expected Result/Impact: The ability to properly identify every individual on campus. Increase student accountability by ensuring students consistently and appropriately wear their school-issued IDs throughout the school day.

Staff Responsible for Monitoring: Administrators, teachers, and staff.

Problem Statements: School Processes & Programs 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Inconsistent student ID use creates campus safety gaps, makes it harder to verify who belongs on campus, and leads to uneven enforcement. Without a consistent system for ID checks and hallway monitoring, staff struggle to maintain accountability across the school.	The root cause is the lack of a consistent process for enforcing ID expectations. Inconsistent entrance checks, limited staff visibility, and uneven follow-through have led to unpredictable enforcement and lower student accountability.

Performance Objective 3

BMS will implement the Texas State law restricting the use of personal communication devices during the instructional day.

Evaluation Data Source: Student conductor data.

Strategy 1

Communicate cell phone policy to students and parents at Meet the Teacher night and through Smore newsletter.

Strategy's Expected Result/Impact: Increased classroom engagement

Staff Responsible for Monitoring: All BMS staff.

Problem Statements: School Processes & Programs 1, 3

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

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Students under achieve in attendance, academically, and behaviorally with the processes in place.	Strong systems and procedures are not followed with fidelity for accountability.

3

Inconsistent student ID use creates campus safety gaps, makes it harder to verify who belongs on campus, and leads to uneven enforcement. Without a consistent system for ID checks and hallway monitoring, staff struggle to maintain accountability across the school.

The root cause is the lack of a consistent process for enforcing ID expectations. Inconsistent entrance checks, limited staff visibility, and uneven follow-through have led to unpredictable enforcement and lower student accountability.

Goal 3

Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

Performance Objective 1

100% of organizational strategies will align to the campus needs assessment.

Evaluation Data Source: Staff Surveys
Parent Surveys

Strategy 1

Maintain written processes for key systems and events in our staff and student handbooks and share with staff and parents on our website and through class by end of the first nine weeks.
Tardy Documentation
Data Folders
Digital Citizenship Completion
Parent Square for all communication with parents.
Weekly PLCs to maintain cohesion between departments and instructional coaches.
Updated avenues for information: social media, student and teacher Canvas page.

Strategy's Expected Result/Impact: Improved attendance and academic results and consistency on staff.

Staff Responsible for Monitoring: BMS Administration, TEAM(RTI teachers), Counselors, Department Heads

Problem Statements: School Processes & Programs 1 - Perceptions 1

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

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students under achieve in attendance, academically, and behaviorally with the processes in place.	Strong systems and procedures are not followed with fidelity for accountability.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Due to the size of the campus, student and staff recognition, results in some having limited opportunities to be recognized for their achievements, growth, positive behavior, leadership, and contributions to the school community.	The size and complexity of the campus make it challenging to consistently identify, communicate, and celebrate student and staff accomplishments across all grade levels, programs, and student groups.

Goal 4

Meet district requirements pertaining to professional development in order to develop and improve effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1

100% of staff professional development will align to campus and district needs.

Evaluation Data Source: Learning walks
Staff feedback

Strategy 1

Provide training and follow up feedback gathered from learning walks on the campus.

Strategy's Expected Result/Impact: Increased rigor and relevance in the classroom that will ultimately increase the student scores on state assessments.

Staff Responsible for Monitoring: Administrators, instructional coaches, teachers

Problem Statements: Student Learning 1 - School Processes & Programs 4

Funding Sources: Title I Funds,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Tier 1 instruction is currently not meeting the needs of all students.

The quality of Tier 1 planning has not met the rigor of the grade level standards.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

The campus has inconsistencies in teacher credentials and assigned subjects, along with an increase in emergency certifications due to fewer applicants.

The campus has seen a decline in teacher applicants and an increase in alternative certification and emergency certification requests, creating challenges in ensuring teachers are properly certified

Performance Objective 2

Staff meetings will be held each Wednesday.

Strategy 1

Material covered at staff meetings will be purposeful and strategic based on campus and staff needs. We will offer a morning and afternoon option for staff meetings.

Staff Responsible for Monitoring: BMS Administration and IC's.

Problem Statements: School Processes & Programs 4

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

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

The campus has inconsistencies in teacher credentials and assigned subjects, along with an increase in emergency certifications due to fewer applicants.

The campus has seen a decline in teacher applicants and an increase in alternative certification and emergency certification requests, creating challenges in ensuring teachers are properly certified

Goal 5

The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1

BMS will recruit, grow, and retain highly qualified faculty members.

Evaluation Data Source: Certification reports
End of year retention rate

Strategy 1

Strengthen and sustain an effective teacher leadership and mentoring system that supports staff development, fosters professional growth, and contributes to the retention of highly qualified teachers.

Strategy's Expected Result/Impact: Lower turnover due to teachers feeling connected and supported.

Staff Responsible for Monitoring: BMS Administration, Mentor Teachers, DDE participants.

Problem Statements: School Processes & Programs 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

BMS is dedicated to creating an inclusive and supportive environment where every team member feels valued, respected, and empowered to succeed. Our culture will be built on high expectations and shared accountability.

Strategy's Expected Result/Impact: Campus survey.
End of year retention rate.

Staff Responsible for Monitoring: BMS Administration

Problem Statements: School Processes & Programs 4

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3

Implement consistent staff recognition and affirmation strategies through staff meetings, weekly communication slides, and Teacher/Employee of the Month and Year awards. Maintain the Sunshine Club to celebrate staff milestones, provide support during significant life events, and recognize staff appreciation days, fostering a positive and supportive school culture.

Strategy's Expected Result/Impact: Increased staff morale.
Positive school culture.
Increase staff retention rate

Staff Responsible for Monitoring: BMS Administration, Sunshine Committee

Problem Statements: Perceptions 1

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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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	The campus has inconsistencies in teacher credentials and assigned subjects, along with an increase in emergency certifications due to fewer applicants.	The campus has seen a decline in teacher applicants and an increase in alternative certification and emergency certification requests, creating challenges in ensuring teachers are properly certified

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Due to the size of the campus, student and staff recognition, results in some having limited opportunities to be recognized for their achievements, growth, positive behavior, leadership, and contributions to the school community.

The size and complexity of the campus make it challenging to consistently identify, communicate, and celebrate student and staff accomplishments across all grade levels, programs, and student groups.



State Compensatory Education

State Compensatory

Budget for Brewer Middle School

Total SCE Funds: \$706,847.00

Total FTEs Funded by SCE: 8.257

Brief Description of SCE Services and/or Programs

Personnel for Brewer Middle School

Name	Position	FTE
Abigail Solis	Teacher	0.17
Allison Reyes	Teacher	0.17
Allison Simpson	Teacher	0.17
Amanda Maitlen	Teacher	0.067
Amy Scott	Teacher	0.17
Anahy Castillo	Teacher	0.17
Christopher Snyder	Teacher	0.17
Danielle Wharram	Teacher	0.17
Dawn Collins	Instructional Coach	0.5
Dawn Young	Teacher	0.33
Erin Sierra	Instructional Coach	1
Joseph Carroll	Teacher	0.17
Kayla Swinford	Paraprofessional	1
Kristi Donica	Teacher	1
Lauren Wood	Teacher	0.33
Leslie Simpson	Teacher	0.17
Monique Peressim	Teacher	0.33
Myranda Meece	Teacher	1
Noemy Sarmiento	Teacher	1
Rebecca Bickett	Teacher	0.17



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Amanda Maitlen	MTSS	Title 1	0.9
Clarence James	TA	Title 1	1
Denise Benton	Instructional Coach	Title I	0.5
Kayla Swinford	TA	Title 1	1
Saria Zurita	TA	Title 1	1



Funding Summary

Funding Summary

WSISD General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training over Supplemental ESL strategies and substitutes to cover classes while teachers take the ESL exam.	--	\$0.00
Sub-Total					\$0.00

Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutoring	--	\$0.00
4	1	1		--	\$0.00
Sub-Total					\$0.00

Special Education Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	\$0.00
Sub-Total					\$0.00