

Bettye Myers Middle School



Campus Improvement Plan 2016-17

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Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Bettye Myers Middle School commits to empowering ALL of our students to achieve excellence in an ever changing world, while providing EVERYONE SUCCESS EVERYDAY.

School Vision

Excellence is our daily standard! Every day counts ~ Every student counts ~ Every employee counts

School Values

We are committed to developing lifelong learners as we promote a collaborative relationship among students, teachers, families and the community at large.

We are committed to authentically educating both students and staff through support, teamwork, rigor and high expectations, as we inspire each other through teaching, modeling, and mentoring.

We are committed to providing a safe and supportive environment while cultivating a climate of respect and appreciation for the diversity of others within and beyond the school community.

WIG 1: By May 2017, student achievement in all areas will improve by a minimum of 5 points (Social Studies & Science by 10 Points), while reducing the instructional achievement gaps in subpopulations by a minimum of 5% (Social Studies and Science by 10%) as measured by district benchmarks, common assessments, and state assessments.

| Lead /Action Steps | Person(s) | Fund/\$/FTEs | T110C | Evidence of Implementation | Evidence of Impact | Progress Monitoring |
|--|---|-----------------|-------|---|---|---------------------|
| All core area teachers will increase the amount of time they work with the district IST's, to improve instructional design and delivery and to increase student engagement and achievement. The district's IST's will work with individual teachers, during PLC's and grade level teacher meetings. *Addresses System Safeguards | IST's, Dept. Chairs, Admin. | | | PLC & Team Lead Agenda & sign-in sheets Lesson plans L2L walks | Common Assessments Practice STAAR AWARE Data Increased Student Achievement | |
| Provide look 2 learn (L2L) training until 100% of staff is trained. Provide AWARE and Content Data Analysis training to all core content staff. Include teachers in the assessment and decision making process to monitor individual student data for learning and instruction design. Team and Dept. PLCs will have data analysis on meeting agendas. Increase the number of campus L2L walks and use data from these walks to improve instruction and student achievement. | ITS L. Meza Dept. Chair Admin. Team Leads | | | AWARE Training PLC Agenda & Sign in Common Assessments L2L Walks | Common Assessments AWARE Data L2L Data Increased Student Achievement | |
| Provide time during the school day for all core content department chairs to observe and mentor teachers in their department to ensure strategies are being used to close the achievement gap (differentiation, interaction with students most at-risk, higher level questioning, student discussions, Positive, confidence building statements directed toward students, etc.) and provide feedback that will increase data driven targeted instruction to all students, especially our at-risk population. *Addresses System Safeguards | Admin. Dept. Chairs IST's Teachers Secondary Curr. Dept. | SCE: \$5,000 | | Observation Data Meeting with Curriculum Dept. & IST's Lesson Plans Data Analysis with Instructional adjustments | Increased student engagement and achievement. Bell to bell teaching Activity alignment to TEKS | |
| Science, Social Studies, Reading, ELA, and | Teachers, | SCE: | | Achieve 3000 Data | Student Achievement | |

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| Lead /Action Steps | Person(s) | Fund/\$/FTEs | T110C | Evidence of Implementation | Evidence of Impact | Progress Monitoring |
|--|--|--|-------|--|---|---------------------|
| Math Teachers will identify students in need of targeted learning of specific TEKS, and provide accelerated instruction and tutoring during the school day during Titan Time and outside the school day. Students in need of outside the school day will be referred to the CIS/ACE program. *Addresses System Safeguards | Admin. CIS/ACE Couns. Parents Vol. Mentors | \$12,500 | | ACE/CIS Enrollment TAC Data RTI | Increase in teacher & parent referral | |
| Enhance instruction and student engagement among at risk subpopulations by implementing the integration of technology devices, software and apps for student use during classroom instruction, Titan Time, Advisory, and ACE tutoring. Maximize the use of technology integration before, during, and after school learning to engage the students in their learning objectives. *Addresses System Safeguards | ITS Teachers Admin. Dept. Chair Team Lead ACE/CIS | SCE: \$38,830.89 | | Technology Check Out L2L Data ACE Reports | Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement | |
| Utilize computer based programs such as, IXL Learning, Fast Math, Think Through Math, Achieve 3000, Brainpop, Scholastic Read 180, etc. to accelerate, or enhance student learning in Science, Social Studies, Math, and Reading. *Addresses System Safeguards | Librarian ITS Teachers Dept. Chair | SCE: \$10,000.00 SCE: \$60,000 FTEs: 1.0 | | Software Usage Lesson Plans Tutoring Plans | Software Access during school and outside of school hours Decreasing Achievement Gap Student Achievement | |
| Build classroom library collections with high interest material in relevant subscriptions, fiction and nonfiction for Read 180, SPED (Unique Learning Systems), Social Studies, and ELL Classes. *Addresses System Safeguards | Librarian Teachers | SCE: \$8,000.00 | | Library Inventory Reading Lesson Plans | Library Check Outs Student Achievement | |
| Provide staff development opportunities for faculty & staff, to assist with closing the achievement gap between sub populations | Admin. IST's Second. | SCE: \$10,000.00 | | Lesson Plans L2L Walk Data Team and Department PLC | Increased Student Achievement Closing Achievement Gap | |

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| Lead /Action Steps | Person(s) | Fund/\$/FTEs | T110C | Evidence of Implementation | Evidence of Impact | Progress Monitoring |
|--|--|--------------|-------|--|--|---------------------|
| including; Ruby Payne: A framework for understanding poverty, SIOP, Kagan Strategies, & Content Specific Project Nexus. Utilize the district's ITSs to provide additional content specific professional development & support the implementation of strategies learned from staff development. *Addresses System Safeguards | Curr. Ruby Payne Consult. | | | Agendas Staff Development agendas & Sign-In | Decrease Discipline Referrals Student Engagement | |
| Develop a campus based RTI committee with district level support. Develop and implement a campus wide RTI model. Provide professional development to assist teachers with the implementation of RTI procedures designed to meet academic achievement, improve attendance and behavior standards through earlier interventions. Develop structure and consistency with student expectations, including revisited expectations and teacher accountability. | RTI Comm. Admin. COunsel. Diag. Dysl. Teachers 504 Dir. | | | RTI Procedures & Forms Professional Dev. Agenda & Sign-In Sheet, number of discipline referrals, L2L walks | Consistency in 504 procedures Efficient referrals RTI Interventions, stronger Tier I interventions in the classroom | |
| Provide ongoing professional development and training to ensure the needs of GT, Enhanced, Pre-AP students are met. Assess students for Pre-AP or Enhanced identification throughout the school year and as a part of transition to next school year. | G/T Coord. Admin. COunsl. EXPO Teachers | | | Staff Development Agenda Testing Data Pre-AP/Honors Enrollment | Increased enrollment in G/T courses and programs Increased in Level III Standard | |
| Closely monitor student attendance and intervene early when students are not attending school according the compulsory attendance law. Conduct regular attendance review meetings and attendance conferences with students at risk. Include parents in attendance awareness, student conference meetings, and Parent attendance meetings. Conduct home visits with students and families | Attend. Clerk Admin Teachers Counsel. ARC CIS/ACE | | | Attendance Data Truancy Report Home Visit Logs Outreach Sign-In | Improved Attendance Increased Parent Engagement Improved Student Achievement | |

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| Lead /Action Steps | Person(s) | Fund/\$/FTEs | T110C | Evidence of Implementation | Evidence of Impact | Progress Monitoring |
|---|---|-----------------|-------|--|--|---------------------|
| where attendance is a concern. Intentionally reduce the amount of time students spend outside of the learning environment. | | | | | | |
| Continue to promote bell to bell instruction, including the use of bell ringers aligned to the TEKS and STAAR rigor, Increased academic language, higher level questioning, increased student conversations through academic vocabulary, differentiation, technology integration, and increased student engagement and content specific conversations in the classroom. *Addresses System Safeguards | Admin. Dept. Chairs L2L Team ELL Dept. Secondary Cur. Dept. | | | L2L Walks Observations PLC & Faculty Agendas | Increased student achievement Increased student engagement Increased L2L Walks & Improvement in L2L data | |
| Continue to partner with ACE and CIS to provided mentors for at risk students, to provide extended school day support for at risk students, and to engage the parents of our at risk students in parent education sessions on and off site. | Admin., counsel., CIS, ACE | | | Mentor roster, ACE lesson plans, Parent engagement agendas, | Increased parent engagement, Increased mentors, Increased student achievement. | |
| Implement Saturday School for students with excessive absences and for students who need additional opportunities for reteaching and reassessment to close academic gaps. *Addresses System Safeguards | Admin., Mr. Arista, Teachers | SCE: \$5,000 | | Saturday school sign-in sheet and Agenda, Student grades, student attendance | Improved attendance, improved student achievement | |



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

| | |
|--|--|
| Lesson Plans & Delivery Process Strategies | Engaging Qualities & High Yield Strategies |
| Scope, Sequence, & Pacing Guides | Technology Integration Usage |
| Common Assessments, STAAR Assessments | Special Program Scheduling |
| Enhanced, Pre-AP Rosters | Enrichment Courses and Resources |

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

| Strengths... | Needs... |
|--|--|
| District level support Instructional Support Teacher Support Middle School ALT & Department Chair support Team Time Common Planning Time Resources Provided for Instruction Technology used for reassessment Special Programs Schedules ACE Time & Advisory Time PLC Time | Differentiated Lessons Improve Re-teach/Re-learn Process Lesson Plans & Lesson Preparation Decrease Use of Substitute Teachers Consistency and availability for Tutoring |

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

| |
|---|
| Improve the process and opportunities for students to re-learn and re-assess. Improve communication between teachers and substitute. Increase the opportunities for students to attend teacher tutorials. Increase the thinking level through higher level questioning in classrooms. Differentiate Lessons so that ALL students are being challenged. Professional Development regarding student discussions and higher level questioning. |
|---|



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

| | |
|--|------------------------|
| Growth & Enrollment | Attendance |
| Teacher/Student Ratio in Acel. classes | ELL's Exit Ratio |
| Socio-Economic Status | Special Programs |
| Transportation Data | Attendance / Tardies |
| Subpopulations | PEIMS Report |
| Homeless Data | STAAR Achievement Gaps |
| High School Credit Courses | Pre-AP Enrollment |

Findings/Analysis

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| Strengths... | Needs... |
|--|---|
| Bi-Lingual Staff Student Organization Enrollment Pre-AP Growth Support & Resources available to Families ACE / CIS Program | Tutoring and Academic Support After School Decrease out of class discipline Campus Wide procedures for RTI Support for growing numbers in SPED |

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Recruit and Retain African American and Hispanic Male teachers. Professional Development for Discipline and RTI Procedures. Specific criteria for exiting students from ELL, with follow up. Decrease student/teacher ratio in SPED classes and teacher caseloads.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

| |
|--------------------------|
| PTA Enrollment |
| Volunteer Hours |
| Family Engagement Nights |
| Off site Support |
| Parent Communication |

Findings/Analysis

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emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

| Strengths... | Needs... |
|--|--|
| Community Support PTA Involvement Family Engagement Nights Outreach Events PTA District Awards | Parent Education Classes, on & off site Social Media Communication Home Visits |

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

On-Site Support for students and parents that provides resources and parent education.
 Professional Development that provides strategies for engaging our most at-risk learners.
 During the school day and after school resources, academic support and transportation for students.
 Hire qualified staff that is reflective of student demographics. Find a way to tell BMMS story, instead of letting others tell our story.



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

| | |
|--------------------------|-------------------------|
| Teaming / Planning Time | Teacher Leaders |
| Master Schedule | Duty Rosters |
| Support Services | Student Activities |
| Professional Development | Decision Making Process |
| Surveys | |

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

| Strengths... | Needs... |
|--|---|
| Team Planning Accelerated Classes Teacher Leaders PLC Leadership Student Leadership team | Smaller SPED Caseloads and class size Improved transitions Bus Lane Environment Consistency in behavior expectations Bully Procedures |

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Develop Campus Wide procedures for reporting bullying. Communicate this information to teachers, parents, & students. Create opportunities for parents to feel welcome at BMMS. Allow parents to have more of a voice in the decision making process. Increase teachers mentoring other teachers.



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

| |
|--|
| Campus Survey Culture & Climate Survey End of Year Surveys L2L Walks Gallup Poll |
|--|

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

| Strengths... | Needs... |
|---|---|
| Student Involvement Bilingual Communications ACE / CIS Weekly Communications to Home Student Voice Community Support Residence Outreach | Parent Engagement at BMMS Consistent Teacher Webpages Morning Tutorials Increased UIL Participation STEM Organizations Bully Support |

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Increase the level of parent engagement at BMMS Parent Education Sessions. Identify opportunities to celebrate diversity. Collaborate with transportation and families to provide tutorials for students before school. Provide more opportunities for parents and community to have a voice in BMMS decisions. Progress monitoring of surveys.



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

| | |
|-----------------|---------------------------------|
| Teacher Records | Teacher self assessments |
| Surveys | Look 2 Learn Data |
| T-Tess Data | Professional Development Data |
| Para Records | ELL Qualifications for teachers |

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

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| Strengths... | Needs... |
|--|---|
| 100% HQ Staff New Teacher Support Teacher Surveys Teacher Involvement in student activities Special Programs Class Sizes Teacher Insight Department Chair Support of teachers Teacher Leaders | Improve Staff Attendance Staff participation on committees Opportunities for Paraprofessionals to connect at BMMS Staff Mobility |

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

More opportunities to praise, reward, highlight staff for the great work they do. Provide multiple opportunities for teachers to be more involved in decisions at BMMS. Increase coaching opportunities with teachers.



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

| | |
|----------------------------|--------------------------|
| TEA Accountability Summary | Progress Measure Reports |
| School Report Card | Common Assessments |
| Performance Ratings | Practice STAAR |
| Student Conversations | Learning Activities |
| Technology Integration | |
| STAAR Reports | |

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

| Strengths... | Needs... |
|--|---|
| Student Progress Measure Growth Achievement Gap Closing in Math & Reading Engaging Qualities Acel. Math & Read 180 Class Size Technology Use | Increase engagement of at risk students in Science and Social Studies. Provide more opportunities for re-teaching / re-assessments. Increase the frequency that Science and Social Studies students are assessed. Align activities with learning goals. Increase thinking level in the classroom. |

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

A process to track student progress in Science and Social Studies. Increase classroom visits with frequent feedback. Create opportunities for cross curricular lessons. Increase focus on academic vocabulary. Campus specific L2L forms that will monitor progress toward campus goals. Monthly analysis of L2L data with feedback and adjustments.



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

| |
|---|
| Technology Infrastructure |
| Heat Tickets |
| Technology Surveys |
| Usage Data |
| CNA |
| Professional Development integrating Technology |
| L2L Data |

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

| Strengths... | Needs... |
|--|--|
| Quantity and Variety of available technology ITS support of teachers and campus goals Infrastructure BYOD Implementation HAC Support Registration Support | Repairs Consistency of Cell Phone Policy Student Organizations Enhancing Technology Use |

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continued support of ITS with added Team Time. Modeling of Technology Integration for teachers with follow up and feedback. Identify sponsors for student organizations that support STEM growth. Implement procedures to recoup loss due to technology misuse or lack of supervision.



Summary of Priority Needs

Demographics...

Recruit and Retain African American and Hispanic Male teachers. Professional Development for Discipline and RTI Procedures. Specific criteria for exiting students from ELL, with follow up. Decrease student/teacher ratio in SPED classes and teacher caseloads.

Student Achievement...

A process to track student progress in Science and Social Studies. Increase classroom visits with frequent feedback. Create opportunities for cross curricular lessons. Increase focus on academic vocabulary. Campus specific L2L forms that will monitor progress toward campus goals. Monthly analysis of L2L data with feedback and adjustments.

School Culture and Climate...

Increase the level of parent engagement at BMMS Parent Education Sessions. Identify opportunities to celebrate diversity. Collaborate with transportation and families to provide tutorials for students before school. Provide more opportunities for parents and community to have a voice in BMMS decisions. Progress monitoring of surveys.

Staff Quality, Recruitment and Retention...

More opportunities to praise, reward, highlight staff for the great work they do. Provide multiple opportunities for teachers to be more involved in decisions at BMMS. Increase coaching opportunities with teachers.

Curriculum, Instruction, and Assessment...

Improve the process and opportunities for students to re-learn and re-assess. Improve communication between teachers and substitute. Increase the opportunities for students to attend teacher tutorials. Increase the thinking level through higher level questioning in classrooms.

Differentiate Lessons so that ALL students are being challenged. Professional Development regarding student discussions and higher level questioning.

Family and Community Involvement...

On-Site Support for students and parents that provides resources and parent education. Professional Development that provides strategies for engaging our most at-risk learners. During the school day and after school resources, academic support and transportation for students. Hire qualified staff that is reflective of student demographics. Find a way to tell BMMS story, instead of letting others tell our story.

School Context and Organization...

Develop Campus Wide procedures for reporting bullying. Communicate this information to teachers, parents, & students. Create opportunities for parents to feel welcome at BMMS. Allow parents to have more of a voice in the decision making process. Increase teachers mentoring other teachers.

Technology...

Continued support of ITS with added Team Time. Modeling of Technology Integration for teachers with follow up and feedback. Identify sponsors for student organizations that support STEM growth. Implement procedures to recoup loss due to technology misuse or lack of supervision.

Campus Leadership Team (CLT)

CLT Members

| Role | Name |
|---|------------------|
| Teacher | April Harris |
| Teacher | Tania Seda |
| Teacher | Susan Thomas |
| Teacher | Ticcara Cassell |
| Teacher | Lance Simon |
| Teacher | Aaron Frederick |
| Teacher | Christina Weiper |
| Campus-Based Nonteaching Professional | Holly McCuller |
| Campus-Based Para or Operations Staff Rep | |
| District-Level Professional | Barb Haflich |
| Parent Rep | Rae Wingate |
| Community Rep | Linda Peyton |
| Community Rep | Suzette Jones |
| Business Rep | Gerry Marshall |
| Business Rep | Connie Kim |

CLT Meeting Date(s), Time(s), and Location(s)

| Date | Time | Location |
|---------|---------|----------------------|
| Aug. 4 | 1:00 pm | BMMS Conference Room |
| Aug. 29 | 3:45 pm | BMMS Conference Room |
| Oct. 3 | 3:45 pm | BMMS Conference Room |
| Nov. 14 | 3:45 pm | BMMS Conference Room |
| Jan. 23 | 3:45 pm | BMMS Conference Room |
| Apr. 24 | 3:45 pm | BMMS Conference Room |
| May, 22 | 3:45 pm | BMMS Conference Room |

