Ector County Independent School District

Bonham Middle School

Improvement Plan

2020-2021

Accountability Rating: F

Board Approval Date: August 25, 2020
Public Presentation Date: September 15, 2020

Mission Statement

Everyday, Bonham Middle School is committed to providing a safe and healthy environment, where we will work collaboratively to ensure the social, emotional, physical and academic growth necessary for students to become responsible citizens and lifelong learners.

Vision

Motivate, Empower, Inspire...Repeat

Core Beliefs

At Bonham Middle School we believe:

that all students, staff and parents will operate within a culture of collaboration.

in forging and nurturing positive and healthy relationships.

in using differentiated instruction and in creating a culturally responsive environment for all learners.

in challenging and inspiring every student to engange in innovative learning experiences while striving for new knowledge.

in providing our students with the necessary tools to successfully navigate life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bonham Middle School is a 6-8 campus located in Ector County Independent School District which serves the city of Odessa, TX. The student population is currently 1075 students. According to TXSchools.gov (July 12, 2020), the campus is 75.5% Hispanic, 16.9% White, 5.8% African American, 0.7% two or more races, and 0.8% Asian. Our Economically Disadvantaged Population in 56.6%, our English Learner population is 15.2%, our Gifted and Talented population is ?, and our Special Education population is 9.8%. Our student body is comprised of about 51% female and 49% male.

The population of beginning 2017 was enrollment of 750 and increased by end of year to 900. Beginning 2018 enrollment was 1070 and has maintained this throughout the 2019-2020 school year.

Demographics Strengths

For the 2020-2021 enrollment at Bonham MS is expected to be 1076. It has held steady for the past year. However, we have added an appropriate number of staff members to accommodate the additional students as enrollment has increased drastically in the past 3 years. Additionally, in the face of COVID-19, the district has granted one long-term sub for every 500 students, thus giving us an opportunity to better meet the needs of all learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of quality social and emotional interactions based on student's needs. **Root Cause:** As the needs of students changed, the staff did not adapt to meet those needs.

Problem Statement 2 (Prioritized): SpED population of students are performing over 30 percentage points lower than all students when considering all test all students. **Root Cause:** The lack of providing streamlined content specific support

Student Achievement

Student Achievement Summary

[Bonham Middle School Student Achievement Data](#)

Subject Area	STAAR Data May 2016	STAAR Data May 2017	STAAR Data May 2018			STAAR Data May 2019			Spring Benchmark 2020		
	Approaches	Approaches	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Grade 6 Math	34%	52%	65%	23%	5%	56%	20%	7%	*	*	*
Grade 6 Reading	35%	40%	49%	17%	7%	42%	15%	5%	41%	17%	6%
Grade 7 Math	28%	**38%**	48%	16%	5%	57%	25%	7%	44%	13%	2%
Grade 7 Reading	49%	48%	51%	26%	15%	54%	23%	6%	45%	18%	8%
Grade 7 Writing	49%	42%	50%	25%	7%	49%	20%	5%	34%	11%	1%
Grade 8 Math	59%	53%	55%	12%	2%	75%	32%	5%	31%	9%	7%
Grade 8 Reading	78%	72%	73%	26%	12%	67%	31%	14%	52%	24%	11%
Grade 8 Science	64%	59%	61%	29%	10%	67%	31%	8%	*	*	*
Grade 8 Social Studies	31%	39%	35%	9%	2%	42%	14%	6%	33%	10%	1%
Algebra I	96%	100%	100%	61%	42%	100%	86%	53%	96%	61%	34%

When comparing 2019 scores to the state averages, we scored below the state in all tested subjects. This indicates a need for increasing teacher capacity in differentiation, progress monitoring and data-driven instruction. Data must be used to pinpoint specific needs in a timely manner. Consistent implementation of English Language Proficiency strategies will continue to be a focus in 2020-2021. We will conduct intentional traning to increase teacher understanding of the Texas English Language Prociency Assessment System (TELPAS) process and the importance of TELPAS testing. Increased teacher training in the areas of English Learner and SpED accommodations and modifications will take place.

Due to lack of state teting in Spring of 2020 the data set used to show approximation of progress is the Spring State of Texas Assessments of Academic

Readiness (STAAR) Benchmark which shows need for continued support in Tier 1 Instrution for Bonham to continue to improve and show gains across the board. In 2020-2021 we need to show improvement in students showing Meets and Masters across all student groups all tests.

Student Achievement Strengths

The 2018 Cohort of 6th grade students improved from 49% approaches to 54% Approaches by the time they reached grade 7 in reading. Those students then scored 52% on Spring Benchmark admininistered in Feb 2020. The increase went from 20% Meets on the 2019 STAAR to 24% Meets on the Spring 2020 Benchmark and 6% Masters on Spring 2019 STAAR to 11% Masters on the Spring 2020 Benchmark. These students have increased achievement each year as a Cohort.

Algebra 1 Scores showed the trend for success from Spring 2019 to Spring 2020 with 100% of students scoring Approaches on STAAR 2019 and with Benchmark in Spring 2020 96% with 4 months left of instruction before planned EOC.

TELPAS increased in numbers of students scoring Adcanced High in 2018-2019 of 1.54 in 6th grade to 10% in 2019-2020 as the COHORT advanced to 7th grade.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Problem Statement 2 (Prioritized): Lack of focused intervention, data collection and progress monitoring of identified students. **Root Cause:** Inability to identify individual students from Domain 3 who did not show growth and provide adequate intervention that allows proficiency in closing the achievement gap.

School Culture and Climate

School Culture and Climate Summary

As we transition to a Hybrid A/B school, we will focus on Safety, Culture, Equitable Practices and Quality Instruction, and Community for the 2020-2021 school year. New teachers will be assigned a mentor, to grow quality teachers. We will develop and incorporate systemic processes to include restorative discipline strategies and to incentivize for teachers and students.

As a campus we have taken significant steps to re-brand our campus' culture and climate. We will revise our mission, and develop a vision, and core beliefs. Creating a set of core values gives BMS the opportunity to frame all decisions and discussions from an agreed understanding. Our teachers and staff will be able to contribute to our campus culture by participating in this proces during teacher Professional Development.

We have established grade level offices with one clerk assigned to one assistant principal to provide better customer service to all stakeholders in the school. We have established teacher and staff standard operating procedures which outlines clear and precise expectations that pertains to everyday worl and expectations. We will established a Discipline Management Committee to enhance school wide systems to build a consistent discipline system that will .

We will create an internal climate surevey to collect data and trends.

School Culture and Climate Strengths

Established core beliefs to guide our climate and culture. We have a culture and climate implementation plan to ensure we reinforce and recognize educators for their work and effort. Standard operating procedures.

Bonham plans to build on the strengths of the current climate and culture to create and sustain a climate of healthy and strong interactions between staff, students and families. We will implement Standard Operating Procedures to help reinforce and strengthen work and effort school wide. Although Bonham has glimpses of successes for strong staff climate and culture, we will need to continue to implement processes and procedures for systemic change.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Did not have an established vision or core beliefs **Root Cause:** Leadership Transition

Problem Statement 2 (Prioritized): School climate and culture are not conducive for learning. **Root Cause:** No Standard Operating Procedures (SOP) are

in place to drive work and effort.

Problem Statement 3 (Prioritized): No climate survey in place to evaluate trends of campus climate and culture **Root Cause:** No climate survey created and campus or district level

Problem Statement 4 (Prioritized): Lack of behavior management impacts the learning experience. **Root Cause:** No discipline management committee to monitor trends and address campus-wide concerns.

Problem Statement 5 (Prioritized): 11% of ISS and OSS placements were assigned to AA students that make up (6%) of the school's population **Root Cause:** Lack of unconcious bias training and restorative discipline training.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

New Teachers to the BMS family must attend the district's New Teacher Academy. ECISD has adopted a policy to fill shortages with aspiring teachers, that are working towards certification, so long as they attend and pass OPT Odessa Pathway to Teaching. Bonham is taking advantage of the State's waiver which allows candidates with a bachelores degree to teach on a school district teaching permit.

The district continues to offer multiple opportunities to receive tiered professional learning at the district level. At BMS, our Campus Academic Leadership team will imbed professional learning opportunities throughout the school year specifically designed for new teacher needs.

New teacher mentorship program was implemented district-wide to support new teachers by pairing each teacher who is new to the profession or new to the district with a teacher with three or more years experience. During this time, teachers reflect on progress and become proficient in district expectations.

Professional learning is based on the needs of our campus as identified by the campus improvement plan and data walks. Professional learning opportunities will be provided by our own teacher leaders, campus administrators, and district personnel. In addition to our professional learning, daily PLC meetings will help to reinforce professional development and district initiatives that are crucial to student success.

In preperation of the 2020-2021, we know that instruction is going to be differnt. The professional learning is targeted to prepare teacher for sychronous, asychronous and remote learning to ensure students are receiving an equitable and quility learning experience.

District has eliminated the longterm substitute position and created instructional facilitators to increase the quality to Tier 1 instruction, which also includes creative staffing options.

Based on the data from the 2018-2019 TAPR:

Total Educational Staff - 59.1

Beginning Teachers - 26.6%

1-5 Years Teaching Experience - 34.9%

6-10 Years Teaching Experience - 13.2%

11-20 Years Teaching Experience - 15.1%

Over 20 Years Teaching Experience - 10.2%

African America Teachers - 3.4%

Hispanic Teachers - 23.4%

White Teachers - 69.8%

Two or More Races - 3.4%

Male Teachers - 30.3%

Female Teachers - 69.7%

Student/Teacher Ratio - 18.2 to 1

Staff Quality, Recruitment, and Retention Strengths

The campus has 3 APs that serve as Instructional Leaders, an Instructional Services Director (ISD), Instructional coaches for all core areasand New teacher mentors to help grow our teachers. Campus leaders constantly seeking multiple HR sites to recruit, hire and train staff. On-going Campus and district PD occur to grow and strenghten our staff members. Daily PLCs for Math and ELAR will be extended to include science and social studies. Campus Leadership Teams will include department heads and/or campus leaders. Surveys will be sent to all BMS staff, parents, community members periodically to assess the culture and to quickly meet the needs of the BMS family.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction) **Root Cause:** Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2 (Prioritized): Lack of highly qualified teachers in all classrooms **Root Cause:** Lack of recruiting and development of quality

teachers

Problem Statement 3 (Prioritized): Staff turn-over has consistently risen over the past years. **Root Cause:** Must be able to retain quality teaching and administrative staff to promote consistency around the campus.

Problem Statement 4 (Prioritized): Lack of clear roles and responsibilities for campus leaders and staff **Root Cause:** No evaluation system in place for campus leaders

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The data indicates a need for increasing teacher capacity in Tier 1 instruction. Data must be used to pinpoint specific needs in a timely manner. Relay Graduate School Methods for "Getting Better Faster" were on the beginning stages of implementation with building capacity through PLCs

Data shows that the gap between sub-populations continues to widen, thus keeping our campus in improvement required status for the 4th consectutive year. We must monitor sub groups regularly. During PLCs we will train leaders and teachers on the observation feedback process through weekly data meetings. During these meetings we will address what we want student to know and learn, how will we get them there and what we do when they do not master and/or show growth.

6th grade Math implemented Teach to One as an instructional model and management program which provided individual targeted lessons for students and data to drive daily instruction. This model will continue in 2020-2021 for 6th and 7th grade students. Consistent implementation of ELPS strategies will continue to be a focus in 2019-2020 as well as increasing teacher understanding of the TELPAS process and the importance of TELPAS testing. Increased teacher training in the areas of accommodations and modifications will take place. BMS is using district created lesson plans, TEKS Resource, as well as the PLC process and Data Driven Instruction to improve Tier 1 instruction. We wil use district short cycled assessments and campus based assessments for formative data to inform and change instruction.

We took District Based Benchmark which consisted of STAAR released questions for math and reading. We use data from Teach To One assessments and Measure of Academic Progress (MAP) testing to show data for 6th grade and will begin this with 7th grade in 2020-2021. Students were placed in 90-minute blocks in 6th grde instruction in 2019-2020 and both 6th and7th grade will be in block 90-minute classes to accomodate the TTO model in 2020-2021.

Campus taking paper STAAR released tests.

Core teachers meet daily in PLCs to review data, create Exemplars, Know and Show charts and develop lesson plans based on this data. These lessons are evaluated daily for effectiveness using Agressive MOnitoring. This process was implemented in Spring 2020 in Math and Reading and will be continued in all core areas in 2021.

Guided reading in 6th and 7th grade with students in a 90-minute reading block was implemented in 2019-2020 with support from Instructional Coaches in the fall and increased support from disctrict personel in Spring. These groups followed district provided lessons and used the Fountas and Pinnel Balanced Literacy and Level Literacy Insstrction model. This will be continued in 2021 with support from a dedicated Reading Instrtuctional Coach.

In 2018-19 Avid Excel was implemented with our EL population and incorporated in to our EL curriculum, in 2019 these students continued to participate in AvidExcel in addition to their English/Reading classes. in 2021 we will expand Avid Excel to include 6th grade and 7th grade students, and our 8th grade students will move from Avid Excel to Tradition Avid Elective class.

Curriculum, Instruction, and Assessment Strengths

We have two Instructional Coaches who coach teachers in Math and Reading grades 6-8 and provided curriculum support includeing but not limited to planning, modeling and co-teaching with teachers. These Instructional Coaches will continue to support teachers in 2020-2021 as well as assist in PLC facilitation and Data Driven Instruction according to Relay.

In Fall of 2019 training was provided for Core subject teachers in the PLC method and Data driven instruction. Data was used to determine reteach standards. Teachers were led to implement a model or guided recourse method of reteach within the ELAR departement. Agressive MOnitoring was implemented in Spring of 2020 and daily observation and check list data was showing increased engagement with students when teachers used with fidelity.

We increased our PLC model to include PLCs daily and showed marked improvement in the understanding of the PLC process.

RTI was included within the school day with the master built to include this as a class. Students were assigned an intervnetion class based on the Campus and Short Cycle Assessments. These were taught around highly tested and high need standards.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Teacher development and lack of highly qualified teachers with adequate content background.

Problem Statement 2 (Prioritized): Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Parent and Community Engagement

Parent and Community Engagement Summary

Online registration now allows our parents to register all their children form the comfort of their home and Parent Portal provides our parents with instantious access to students grades and progress.

Bonham continue to build on current communication methods to keep parents and community informed on a consistent basis. The current modes of communication include: call outs, social media and website. We will add a parent newsletter to current modes. In an effort to reach all stakeholders, we will include spanish and english translated media. A BMS homepage, that will continously provide updated information that concerns our BMS family and community. Our social media accounts on tweeter and facebook, provide yet another platform for all of our stakeholders to stay in touch and informed.

Furthermore, we will increase the number of parents, teachers, and community representation at our Campus Improvment Team (CIT). We will continue to transform the SBDM committee into a more community based collaborative effort.

Additionally, in conjunction with the support of ECISD Technology department, parents can take advantage of the Registration Road Show, The Road Show takes technology and help directly into BMS neighborhood grocery parking lots, for our parent's convenience. BMS is making intentional efforts to reduce language barriers by providing communication in the family's native language.

Parent and Community Engagement Strengths

We have partnership with Communities in Schools who serves as a laison between families and community resources to meet basic and extensive needs. Through Education Foundation, BMS is able to connect at risk students with prominent comminity leader in a mentorship program. BMS used Voluntees in Public School (VIPS) to help with school events and activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of effective and timely communication with families and the community **Root Cause:** Inconsistent expectations and communication methods

Problem Statement 2 (Prioritized): Lack of consistency in community and parental involvement **Root Cause:** Lack of opportunities for community involvement

School Context and Organization

School Context and Organization Summary

Bonham Marsh Middle School is organized into an nine-period day. Each class period is approximately 45 minutes in length. Students are expected to transition between each class with five minutes designated as a their "passing period". The campus organizational leaders are as follows: one principal, three assistant principals, one instructional director, tow instructional specialists, three counselors, one diagnostician, one librarian, one district police office, one nurse and two communities in schools representatives There are 71 teachers, 12 paraprofessionals, and approximately 1075 students currently enrolled. We currently have six department chair is scheduled to meet monthly to build capacity amongst each team. We also have two specialized learning students for students receiving special services.

All Core Teachers (ELA, Math, Science and Social Studies) have time to meet with their department during the school day in a professional learning community. During this time, teachers lesson plan and/or receive pertinent professional learning from district and campus administrators, department chairs, or other teachers. Core area teachers meet each day during the school day to collaborate on topics such as student success rate, disaggregation of data, research-based instructional strategies, as well as participate in job-embedded professional learning opportunities. This is expecially helpful to build and promote a culture of collaboration, growth mindset and becoming a life-long learner to enhance the district's student-centered philosophy. Our 6th and 7th Grade Math and ELA (Reading/Writing) classes are blocked so that students can extend learning with the same teacher. In addition our master schedule has been purposely redesigned to ensure that every student is where they are supposed to be at the designated time.

The bell scheduled has been reformatted to allow for staggered release by grade-level to reduce the number of students in the hall to meet social distancing requirements. We have also built time for Social Emotional Learning into the school day to address the diverse needs of our students.

The principal participates in a district-level leadership meetings once a month as a collective group in order to bolster the culture of collaboration across the district.

The Campus Improvement Team (CIT) committee will begin meeting monthly to discuss decisions about the campus such as budgeting, scheduling, and campus improvement strategies. This committee consists of campus personnel, community members, parents, and business persons.

School Context and Organization Strengths

Professional Learning Communities (PLCs) are scheduled during the instructional day along with common planning for each grade level.

Instructional Services Director and the Instrcutional Specialist facilitate and support PLC's

Bell schedule that maximizes instruction and social emotional development time.

CIT committee to make decisions allowing growth to be a collaborative process.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Master schedule design did not create the most efficient school process **Root Cause:** Lack of time and attention devoted to the construction of the master schedule

Problem Statement 2 (Prioritized): School-wide systems not in place to make teaching and learning a priority. **Root Cause:** Lack of school-wide systems overall.

Technology

Technology Summary

Training has been revised from a traditional face to face model to a virtual modal for students and staff.

The Campus received much needed upgrade in wifi and wiring through out the building.

The campus received 3 mobile carts with 30 chrome books each in Fall of 2018. 6th Reading use the cart mostly for iStation and research purposes.

BMS will utilize the one to one model to enhance equitable education for all students.

The campus received 10 mobile carts with 30 chrome books each in February 2019. This allowed campus to more effifiently administer the Feb STAAR interim test which is a computer test.

Moving forward we will be able to collect data on our effectiveness on the use of technology and how it enhances student achievment and quality instruction.

Technology Strengths

The addition of 10 Chrome Book mobile carts, equalling 300 student computer chrome books, allowed students more access to istation and research activities.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 2 (Prioritized): Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 3 (Prioritized): Limited access to technology for students **Root Cause:** Lack of broadband access to all students

Problem Statement 4 (Prioritized): Lack of utilization of technology to enhance instruction **Root Cause:** Lack of teacher training, and lack of monitoring

Priority Problem Statements

Problem Statement 1: Lack of quality social and emotional interactions based on student's needs.

Root Cause 1: As the needs of students changed, the staff did not adapt to meet those needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas.

Root Cause 2: Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: SpED population of students are performing over 30 percentage points lower than all students when considering all test all students.

Root Cause 3: The lack of providing streamlined content specific support

Problem Statement 3 Areas: Demographics

Problem Statement 4: Lack of focused intervention, data collection and progress monitoring of identified students.

Root Cause 4: Inability to identify individual students from Domain 3 who did not show growth and provide adequate intervention that allows proficiency in closing the achievement gap.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: School climate and culture are not conducive for learning.

Root Cause 5: No Standard Operating Procedures (SOP) are in place to drive work and effort.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Did not have an established vision or core beliefs

Root Cause 6: Leadership Transition

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Limited access to technology for students

Root Cause 7: Lack of broadband access to all students

Problem Statement 7 Areas: Technology

Problem Statement 8: Lack of utilization of technology to enhance instruction

Root Cause 8: Lack of teacher training, and lack of monitoring

Problem Statement 8 Areas: Technology

Problem Statement 9: School-wide systems not in place to make teaching and learning a priority.

Root Cause 9: Lack of school-wide systems overall.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: Lack of effective and timely communication with families and the community

Root Cause 10: Inconsistent expectations and communication methods

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction)

Root Cause 11: Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Lack of highly qualified teachers in all classrooms

Root Cause 12: Lack of recruiting and development of quality teachers

Problem Statement 12 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 13: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas.

Root Cause 13: Teacher development and lack of highly qualified teachers with adequate content background.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap.

Root Cause 14: Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Lack of clear roles and responsibilities for campus leaders and staff

Root Cause 15: No evaluation system in place for campus leaders

Problem Statement 15 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 16: Staff turn-over has consistently risen over the past years.

Root Cause 16: Must be able to retain quality teaching and administrative staff to promote consistency around the campus.

Problem Statement 16 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 17: No climate survey in place to evaluate trends of campus climate and culture

Root Cause 17: No climate survey created and campus or district level

Problem Statement 17 Areas: School Culture and Climate

Problem Statement 18: Master schedule design did not create the most efficient school process

Root Cause 18: Lack of time and attention devoted to the construction of the master schedule

Problem Statement 18 Areas: School Context and Organization

Problem Statement 20: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas.

Root Cause 20: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 20 Areas: Technology

Problem Statement 21: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure.

Root Cause 21: Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 21 Areas: Technology

Problem Statement 22: Lack of behavior management impacts the learning experience.

Root Cause 22: No discipline management committee to monitor trends and address campus-wide concerns.

Problem Statement 22 Areas: School Culture and Climate

Problem Statement 23: Lack of consistency in community and parental involvement

Root Cause 23: Lack of opportunities for community involvement

Problem Statement 23 Areas: Parent and Community Engagement

Problem Statement 24: 11% of ISS and OSS placements were assigned to AA students that make up (6%) of the school's population

Root Cause 24: Lack of unconcious bias training and restorative discipline training.

Problem Statement 24 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8

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 data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data

Goals

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: BMS will ensure efficient systems and procedures are in place to increase safety by reducing the number of discipline infractions by 20% and productivity by creating a campus leadership team and a crisis management team to meet the needs of all stakeholders.

Evaluation Data Sources: Parent/Student/Staff Surveys
Safety Drills, Updated Emergency Operations Plan
STAAR Data
Growth Tracker
Discipline and Attendance Data

Summative Evaluation: None

Strategy 1: BMS will create and implement a master schedule conducive to high levels of productivity and with minimum to no errors.		
Strategy's Expected Result/Impact: Reduce the number of schedule changes in the first few weeks of school (in a traditional school setting).		**Formative**
		Oct
Staff Responsible for Monitoring: Principal Counselors Instructional Services Director		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** School Context and Organization 1	**Summative**
TEA Priorities: Improve low-performing schools		**May**
ESF Levers: Lever 5: Effective Instruction	**Funding Sources:** None	

Strategy 2: BMS will continue to focus on student /staff safety on the school campus and functions through active, preventative measures, Emergency Operations plan, and Safety Drills.

	Formative
Strategy's Expected Result/Impact: Staff and students will understand and follow proper fire, tornado, lock-down and bus evacuation procedures.	**Oct**
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors, ISD	**Jan**
Title I Schoolwide Elements: None	**Mar**
Problem Statements: School Context and Organization 2	
TEA Priorities: None	**Summative**
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** None	**May**

Strategy 3: BMS will implement school culture routines to help safeguard students and staff, and ensure social distancing measures are followed.

	Formative
Strategy's Expected Result/Impact: Reduce the spread of COVID-19 throughout the campus.	**Oct**
Staff Responsible for Monitoring: Principal, ISD, Assistant Principals, Teachers, Custodians	**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** School Context and Organization 2	**Mar**
TEA Priorities: None		
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** None	**Summative**
		May

Strategy 4: BMs will assemble a Discipline Management Committee to regularly monitor data to revise discipline practices that will reduce disproportional in-school and out of school placements.	

	Formative
Strategy's Expected Result/Impact: Reduce the number of Level 3 and 4 infractions. Reduce the disproportional statistics of student discipline consequences by sub-population	**Oct**
	Jan
Staff Responsible for Monitoring: Principal Discipline Management committee Assistant Principals	**Mar**
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 4, 5	**Summative**
TEA Priorities: Improve low-performing schools		**May**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Funding Sources:** None	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

School Culture and Climate

Problem Statement 4: Lack of behavior management impacts the learning experience. **Root Cause:** No discipline management committee to monitor trends and address campus-wide concerns.

Problem Statement 5: 11% of ISS and OSS placements were assigned to AA students that make up (6%) of the school's population **Root Cause:** Lack of unconcious bias training and restorative discipline training.

School Context and Organization

Problem Statement 1: Master schedule design did not create the most efficient school process **Root Cause:** Lack of time and attention devoted to the construction of the master schedule

Problem Statement 2: School-wide systems not in place to make teaching and learning a priority. **Root Cause:** Lack of school-wide systems overall.

Performance Objective 2: BMS will implement a robust learning platform to ensures that 100% of students are connecting academically and have access to equitable learning experiences.

Evaluation Data Sources: Attendance
Grading Cycles
Frequent contact
Packets for remote learner with no internet
Hydrid A/B model
Remote synchronous and Asynchronous learning opportunities

Summative Evaluation: None

Strategy 1: ECISD will provide every student with a device to be able to engage in quality instruction from any location.		Formative
Strategy's Expected Result/Impact: Increase the percentage of students who are participating in remote learning. Minimize the achievement gap.		Oct
Staff Responsible for Monitoring: Assistant principal, principal, and dept chair		Jan
Title I Schoolwide Elements: None	**Problem Statements:** Technology 3, 4	Mar
TEA Priorities: Improve low-performing schools		Summative
ESF Levers: Lever 5: Effective Instruction	**Funding Sources:** None	May

Strategy 2: Design and implement a process to ensure effective remote learning.		Formative
Strategy's Expected Result/Impact: All teachers are able to conduct effective remote learning in the event of a school closure.		Oct
Staff Responsible for Monitoring: Campus Leaders		Jan
Title I Schoolwide Elements: None	**Problem Statements:** Technology 4	Mar
TEA Priorities: Recruit, support, retain teachers and principals		Summative
ESF Levers: Lever 5: Effective Instruction	**Funding Sources:** None	May

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Technology
Problem Statement 3: Limited access to technology for students **Root Cause:** Lack of broadband access to all students

Problem Statement 4: Lack of utilization of technology to enhance instruction **Root Cause:** Lack of teacher training, and lack of monitoring

Performance Objective 3: At BMS 100% of all staff will attend the Unconcious Bias training to implement and integrate SEL initiatives for all stakeholders

Evaluation Data Sources: Improve student culture and climate

Summative Evaluation: None

Strategy 1: BMS will create systemic change by creating a shared vision and programming around the importance of Social Emotional Learning (SEL).		
Strategy's Expected Result/Impact: Increase student achievement		**Formative**
Staff Responsible for Monitoring: Counselors SAS Counselors Principal		**Oct** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** Demographics 1 School Culture and Climate 1	
TEA Priorities: Improve low-performing schools		**Summative**
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** None	**May**

Strategy 2: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. The counseling staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.		
Strategy's Expected Result/Impact: Increased attendance Reduced Student apathy		**Formative** **Oct**
Staff Responsible for Monitoring: Assistant Principals Clerks Counselors SAS counselors		**Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** Demographics 1 School Culture and Climate 3	**Summative**
TEA Priorities: Improve low-performing schools		**May**
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** None	

Strategy 3: BMS will reach out to local entities to build new partner relationships and strengthen long-standing relationships.	
Strategy's Expected Result/Impact: Improved SEL experiences for all learners Improved community-school relations and increased community engagement.	**Formative** **Oct**
Staff Responsible for Monitoring: Counselors SAS Counselors Community In School Counselors	**Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** Demographics 1	**Summative**
TEA Priorities: None		**May**
ESF Levers: None	**Funding Sources:** None	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Demographics
Problem Statement 1: Lack of quality social and emotional interactions based on student's needs. **Root Cause:** As the needs of students changed, the staff did not adapt to meet those needs.

School Culture and Climate
Problem Statement 1: Did not have an established vision or core beliefs **Root Cause:** Leadership Transition
Problem Statement 3: No climate survey in place to evaluate trends of campus climate and culture **Root Cause:** No climate survey created and campus or district level

Performance Objective 4: BMS will increase communication with families by 60% using multiple mediums based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Evaluation Data Sources: Monitor communication through different mediums

Summative Evaluation: None

Strategy 1: Communicate regularly with all stakeholders using all communication mediums: robo-calls, email, phone calls, social media, newsletters, and face-to-face.			
Strategy's Expected Result/Impact: Increased communication and parental involvement in activities, events and academics.			**Formative**
Staff Responsible for Monitoring: Principal, ISD, Assistant Principals, Teachers			**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Parent and Community Engagement 1		**Jan**
TEA Priorities: Improve low-performing schools			**Mar**
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Funding Sources:** None		**Summative**
			May

Strategy 2: BMS will develop a vision, mission and core beliefs that considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.			
Strategy's Expected Result/Impact: Create a Vision, Mission and Core Belief to communicate the all stakeholders establish a brand for BMS			**Formative**
			Oct
Staff Responsible for Monitoring: Principal			**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 1 Parent and Community Engagement 1		**Mar**
TEA Priorities: None			
ESF Levers: None			**Summative**
	Funding Sources: None		**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

School Culture and Climate
Problem Statement 1: Did not have an established vision or core beliefs **Root Cause:** Leadership Transition

Parent and Community Engagement
Problem Statement 1: Lack of effective and timely communication with families and the community **Root Cause:** Inconsistent expectations and communication methods

Goal 2: Invest in Talent: Bonham Middle School (BMS) will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: BMS leaders will implement targeted and personalized coaching strategies to develop and retain from 63% to 75% of high- quality staff.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Teachers Evaluation and Support System (T-TESS)
Staff Retention Rates
STAAR Data
STRIVE Classroom Observations
Weekly Data Meetings
Staff Exit Survey Data
Staffing Report

Summative Evaluation: None

Strategy 1: BMS will use T-TESS to develop quality teachers.		
Strategy's Expected Result/Impact: Improve Tier I instruction Improve Student achievement		**Formative**
		Oct
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialist		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** Staff Quality, Recruitment, and Retention 2 Curriculum, Instruction, and Assessment 1	**Summative**
TEA Priorities: Recruit, support, retain teachers and principals		**May**
ESF Levers: Lever 2: Effective, Well-Supported Teachers	**Funding Sources:** None	

Strategy 2: BMS will use the "Get Better Faster" RELAY observation feedback model to regularly coach teachers and provide timely feedback.

	Formative
Strategy's Expected Result/Impact: Increase teacher retention, Improve Tier 1 Instruction, retain highly qualified teachers and student progress growth	**Oct**
	Jan
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialist Department Chairs	**Mar**
	Summative
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 1, 2	**May**
TEA Priorities: Recruit, support, retain teachers and principals	
ESF Levers: Lever 2: Effective, Well-Supported Teachers	**Funding Sources:** None	

Strategy 3: Teachers new to BMS and ECISD will participate in a teacher mentor program.

	Formative
Strategy's Expected Result/Impact: Reduce the teacher attrition rate by 50%	**Oct**
Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Services Director	**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Staff Quality, Recruitment, and Retention 1, 3	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals		**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers	**Funding Sources:** None	**May**

Strategy 4: Teachers new to BMS will attend CHAMPS training.

	Formative
Strategy's Expected Result/Impact: Improve classroom management and increase learning time	**Oct**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Services Director, and Instructional specialists	**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 2, 4	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals		**Summative**
ESF Levers: Lever 5: Effective Instruction	**Funding Sources:** None	**May**

○ No Progress	◎ Accomplished	➡ Continue/Modify	✕ Discontinue

School Culture and Climate

Problem Statement 2: School climate and culture are not conducive for learning. **Root Cause:** No Standard Operating Procedures (SOP) are in place to drive work and effort.

Problem Statement 4: Lack of behavior management impacts the learning experience. **Root Cause:** No discipline management committee to monitor trends and address campus-wide concerns.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction) **Root Cause:** Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of highly qualified teachers in all classrooms **Root Cause:** Lack of recruiting and development of quality teachers

Problem Statement 3: Staff turn-over has consistently risen over the past years. **Root Cause:** Must be able to retain quality teaching and administrative staff to promote consistency around the campus.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Teacher development and lack of highly qualified teachers with adequate content background.

Problem Statement 2: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Performance Objective 2: For the 2020-2021 school year, BMS will be 100% staffed with teachers who at the minimum have a bachelor's degree and/or are enrolled in a alternative teaching program.

Targeted or ESF High Priority

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Summative Evaluation: None

Strategy 1: BMS will utilize a clear selection criteria, protocols and hiring process aligned with the school's vision, mission values and goals.		
Strategy's Expected Result/Impact: Fully staffed with qualified teachers and aides		**Formative**
Staff Responsible for Monitoring: Principal and Instructional Services Director		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Staff Quality, Recruitment, and Retention 2	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals		**Mar**
ESF Levers: Lever 2: Effective, Well-Supported Teachers	**Funding Sources:** None	**Summative**
		May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue		
Staff Quality, Recruitment, and Retention		
Problem Statement 2: Lack of highly qualified teachers in all classrooms **Root Cause:** Lack of recruiting and development of quality teachers		

Performance Objective 3: All BMS campus leaders will become effective instructional leaders with clear roles and responsibilities and receive training and development to address the causes of low performance indicated in T-PESS.

Targeted or ESF High Priority

Evaluation Data Sources: STRIVE: T-PESS
Weekly Data Meetings
Short Cycle Assessment Data
Lesson Plan Tracker
T-TESS Tracker
Classroom Observation Data
Calendars
Weekly meeting agendas

Summative Evaluation: None

Strategy 1: Campus leaders will be trained and evaluated using the Texas Principal Evaluation and Support System (T-PESS).			
Strategy's Expected Result/Impact: Student progress growth and teacher development.			**Formative**
Staff Responsible for Monitoring: Principal			**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Staff Quality, Recruitment, and Retention 4		**Jan**
TEA Priorities: Recruit, support, retain teachers and principals			**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning	**Funding Sources:** None		**Summative**
			May

Strategy 2: BMS principal will implement clear, written, transparent roles and responsibilities and ensure they are scheduled on weekly calendars.

		Formative
Strategy's Expected Result/Impact: Clear and concise expectations for core leadership Effective accountability for core campus leaders		**Oct**
		Jan
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	**Problem Statements:** Staff Quality, Recruitment, and Retention 4	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals		**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning	**Funding Sources:** None	**May**

Strategy 3: BMS campus leaders will attend Relay training in the summer of 2020.

		Formative
Strategy's Expected Result/Impact: Teacher coaching, growth and development.		**Oct**
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	**Problem Statements:** Staff Quality, Recruitment, and Retention 1, 3	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals		**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning	**Funding Sources:** None	**Summative**
		May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction) **Root Cause:** Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.
Problem Statement 3: Staff turn-over has consistently risen over the past years. **Root Cause:** Must be able to retain quality teaching and administrative staff to promote consistency around the campus.
Problem Statement 4: Lack of clear roles and responsibilities for campus leaders and staff **Root Cause:** No evaluation system in place for campus leaders

Goal 3: Learning Journey: Bonham Middle School (BMS) will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bonham Middle School will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Domain I will increase from 58 to 70: Approaches 67, Meets 33 and Masters 13
Domain II will increase from 57 to 66 by the spring benchmark in reading and math
Domain III will increase from 30 to 70 by the spring benchmark in reading and math.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data
Short-Cylce assessment Data
Know and Show Chart
Benchmark data
MAP Data
TTO Data
Weekly Data Meetings
PLC agendas
Lead4ward

Summative Evaluation: None

Strategy 1: Core teachers will use daily PLC time (virtual or face-to-face) to review and analyze data regularly to plan and script re-teaches using the data driven instruction model by RELAY.		Formative
Strategy's Expected Result/Impact: Increase student performance by sub populations		**Oct**
Staff Responsible for Monitoring: Campus LeadershipTeam		
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 2 Staff Quality, Recruitment, and Retention 1	**Jan**
TEA Priorities: Improve low-performing schools		**Mar**
ESF Levers: Lever 5: Effective Instruction		**Summative**
	Funding Sources: None	**May**

Strategy 2: Teachers will participate in weekly data meetings (virtual or face-to-face) to review data and to improve the effect of Tier I teaching

		Formative
Strategy's Expected Result/Impact: Improved student achievement Close achievement gap		Oct
		Jan
Staff Responsible for Monitoring: Campus Leadership Team		Mar
Title I Schoolwide Elements: None **TEA Priorities:** Improve low-performing schools	**Problem Statements:** Student Achievement 1, 2	
ESF Levers: Lever 5: Effective Instruction	**Funding Sources:** None	Summative May

Strategy 3: Campus leaders will check lesson plans weekly to ensure that high-leverage instructional strategies are being used to differentiate to meet the needs of diverse learners to include SIOP, SpED accommodations, scaffolding, student engagement and personalized learning experiences.

		Formative
Strategy's Expected Result/Impact: Improved student achievement Closing the achievement gap in math in reading.		Oct
		Jan
Staff Responsible for Monitoring: Campus Leaders		Mar
Title I Schoolwide Elements: None **TEA Priorities:** Build a foundation of reading and math	**Problem Statements:** Student Achievement 2 Staff Quality, Recruitment, and Retention 4	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Funding Sources:** None	Summative May

Strategy 4: Teachers will use short-cycle assessments and other formative assessments that are aligned to the standards to evaluate student progress.

Strategy's Expected Result/Impact: Improve student achievement Close the achievement gap		**Formative**
		Oct
Staff Responsible for Monitoring: Principal Assistant Principals ISD IS		**Jan**
		Mar
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 1, 2	**May**
TEA Priorities: None		
ESF Levers: None	**Funding Sources:** None	

Strategy 5: BMS will extend the Teach to One (TTO) Math program to include 7th and build in an opportunity for students to learn and master priority standards

Strategy's Expected Result/Impact: Close the achievement gap in math		**Formative**
		Oct
Staff Responsible for Monitoring: Principal Assistant principals Instructional Services Director Instructional Specialists Department Chairs		**Jan**
		Mar
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 1, 2	**May**
TEA Priorities: None		
ESF Levers: None	**Funding Sources:** None	

Strategy 6: Teachers and campus leaders will use the know and show chart to unpack the learning standards before each unit begins to effectively determine what students should be learning. They will use the know and show chart to create exemplars to determine the learning gap.

	Formative
Strategy's Expected Result/Impact: Improved student achievement	**Oct**
Staff Responsible for Monitoring: Principal Campus Leadership Team	**Jan** **Mar**
Title I Schoolwide Elements: None **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** **ESF Levers:** None None	**Summative** **May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Student Achievement

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Problem Statement 2: Lack of focused intervention, data collection and progress monitoring of identified students. **Root Cause:** Inability to identify individual students from Domain 3 who did not show growth and provide adequate intervention that allows proficiency in closing the achievement gap.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction) **Root Cause:** Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 4: Lack of clear roles and responsibilities for campus leaders and staff **Root Cause:** No evaluation system in place for campus leaders

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Teacher development and lack of highly qualified teachers with adequate content background.

Problem Statement 2: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Performance Objective 2: BMS will improve from a TELPAS rating of 13% of English Learners achieving to a minimum of 35% of English Learners achieving.

Evaluation Data Sources: TELPAS Data
EL Data on Short-Cylce assessments.

Summative Evaluation: None

Strategy 1: Teachers and students will receive targeted training to gain a better understanding of TELPAS and the key components in the spring and in the fall.		
Strategy's Expected Result/Impact: Increased score on TELPAS		**Formative**
Staff Responsible for Monitoring: Language Proficiency Assessment Committee (LPAC) Coordinator Principal Assistant principals Instructional Services Director		**Oct** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 2	**Summative**
TEA Priorities: Improve low-performing schools		**May**
ESF Levers: Lever 5: Effective Instruction	**Funding Sources:** None	

Strategy 2: BMS teachers will incorporate Sheltered Instruction Observation Protocol strategies into their lesson plans.		
Strategy's Expected Result/Impact: Increase EL performance and language acquisition		**Formative**
Staff Responsible for Monitoring: Assistant principal Principal		**Oct** **Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 2	**Mar**
TEA Priorities: Improve low-performing schools		
ESF Levers: Lever 5: Effective Instruction	**Funding Sources:** None	**Summative** **May**

Strategy 3: BMS will use Summit K-12 for TELPAS support for students.	
Strategy's Expected Result/Impact: Obtain	**Formative**
Staff Responsible for Monitoring: Instructional Leadership Team Campus Leadership Team	**Oct** **Jan**
Title I Schoolwide Elements: None **Problem Statements:** None	**Mar**
TEA Priorities: Improve low-performing schools **Funding Sources:** None	**Summative**
ESF Levers: Lever 5: Effective Instruction	**May**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Student Achievement

Problem Statement 2: Lack of focused intervention, data collection and progress monitoring of identified students. **Root Cause:** Inability to identify individual students from Domain 3 who did not show growth and provide adequate intervention that allows proficiency in closing the achievement gap.

Curriculum, Instruction, and Assessment

Problem Statement 2: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.4: Opportunities for all children to meet State standards

Middle School Re-Design

AVID EXCEL

CHAMPS

RELAY

Block 6th and 7th Math /Block 6th/7th ELAR

Achieve3000

Teach to One and Imagine Math and Imagine Literacy

Common PLC

2.5: Increased learning time and well-rounded education

Block 6th and 7th Math/Block 6th/7th ELAR

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Liaison

Welcome center

3.2: Offer flexible number of parent involvement meetings

Parent Orientation

Parent Liaison

Campus Funding Summary

Addendums