



**Brenham**  
INDEPENDENT SCHOOL DISTRICT EST. 1875

## **BREHAM MIDDLE SCHOOL IMPROVEMENT PLAN 2017-2018**

BREHAM ISD DOES NOT DISCRIMINATE ON THE BASIS OF RACE, RELIGION, COLOR, NATIONAL ORIGIN, SEX, AGE, OR DISABILITY IN PROVIDING EDUCATION SERVICES, ACTIVITIES, AND PROGRAMS, INCLUDING VOCATIONAL PROGRAMS, IN ACCORDANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED; TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972; AND SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED.

## Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement

**In collaboration with our families and community, Brenham Middle School along with Brenham Independent School District is committed to providing an exceptional education for all students.**

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc
Peggy Still	Principal
Ashley Kalkhake	Teacher
Kurt Koronka	Teacher
Katie Moehlmann	Teacher
Jamie O'Brien	Teacher
Angela Powell	Teacher
Kristie Smith	Teacher
Tiffany Ward	Teacher
Janae Wittner	Teacher
Shannon Zwahr	Teacher
Melvin Ehlert	Community
Kim Strauss	Central Office
Missy Robinson	Parent/Community

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on September 26, 2017.**

Participants in Attendance	Data Sources Examined
<i>Peggy Still</i>	<p><i>Examining STAAR and TELPAS data from Spring of 2017, the committee determined the following areas of concern</i></p> <ul style="list-style-type: none"> <li>● <i>Overall passing rate in Reading for both 5th and 6th grade did not meet state average, specifically a low percentage passing in ELL of 49% and 56% in Special Education.</i></li> <li>● <i>A low percentage of students (56% in Reading and 64% in Math) Met or exceeded progress on STAAR</i></li> <li>● <i>Only 23% of our ELL students increased at least one level of proficiency on TELPAS, while 6% of the students decreasing one level.</i></li> </ul> <p><i>PIEMS data indicate the number of referrals for the 16-17 school year to be consistent with previous years. Committee determined that BMS should continue to address behavior concerns as to not show an increase in that number in the 17-18 school year.</i></p>
<i>Julie Haferkamp</i>	
<i>Larry Hughes</i>	
<i>Steven Siemsglusz</i>	
<i>Susan Acker</i>	
<i>April Allen</i>	
<i>Shannon Zwahr</i>	
<i>Larissa Olson</i>	

## Comprehensive Needs Assessment: Accumulated data

### Student Enrollment

	2013-2014	2014-2015	2015-2016	2016-2017	2017 - 2018
Total Enrollment	666	668	718	692	740
White	41%	40%	40%	38%	35%
Hispanic	32%	37%	36%	36%	36%
African American	24%	19%	21%	23%	23%
Other	3%	4%	3%	3%	6%
Eco Disadvantaged	61%	54%	58%	55%	59%

### Special Program Data

# students in program	2014-2015	2015-2016	2016-2017	2017-2018
ESL	114	111	132	122
GT	53	50	46	37
504	59	60	55	62
Dyslexic	46	38	35	44

**Student Achievement:**  
**STAAR data: 5<sup>th</sup> grade Reading**

	2012 1 <sup>st</sup> round	2013 2 <sup>nd</sup> round	2014 2 <sup>nd</sup> round	2015 2 <sup>nd</sup> round	2016 2 <sup>nd</sup> round	2017 2 <sup>nd</sup> round	2017 State
All students - % mastery	76	81	85	80	77	78	81
Advanced	17	14	23	17	20		
Hispanic	70	77	80	78	72	77	77
African American	55	64	77	59	66	61	71
White	90	93	92	91	88	99	89
Economically Disadvantaged	69	74	78	76	64	71	74
LEP	67	67	75	78	66	60	68
Special Education	26	24	53	41	23	20	42

**STAAR data: 5<sup>th</sup> grade Math**

	2012 1 <sup>st</sup> round only	2013 2 <sup>nd</sup> round	2014 2 <sup>nd</sup> round	2015 1 <sup>st</sup> round	2016 2 <sup>nd</sup> round	2107 2 <sup>nd</sup> round	2017 State
All students – Percent mastery	81	83	88	82	87	91	86
Advanced	19	14	22	18	20		
Hispanic	75	77	81	86	90	89	84
African American	68	73	85	56	70	86	76
White	91	93	92	89	93	96	92
Economically Disadvantaged	76	77	82	78	79	87	82
LEP	72	76	85	84	59	74	80
Special Education	46	40	63	33	45	77	57

**STAAR data: 6<sup>th</sup> grade Reading**

	2012	2013	2014	2015	2016	2017	2017 State
All students – Percent mastery	69	70	67	74	65	67	67
Advanced	16	18	9	17	15	16	17
Hispanic	63	61	64	60	62	56	60
African American	44	44	48	64	34	57	57
White	83	89	85	89	82	86	81
Economically Disadvantaged	57	57	59	62	54	52	57
LEP	31	53	39	46	47	38	37
Special Education	27	21	19	25	24	12	22



**STAAR data: 6<sup>th</sup> grade Math**

	2012	2013	2014	2015	2016	2017	2017 State
All students – Percent mastery	75	72	69	77	70	79	75
Advanced	17	13	8	23	9	19	17
Hispanic	66	66	59	69	67	77	70
African American	49	44	58	62	53	69	64
White	82	92	84	91	80	90	86
Economically Disadvantaged	60	60	65	69	65	70	67
LEP	64	71	45	67	65	77	58
Special Education	19	25	21	29	15	15	38

STAAR data: 5<sup>th</sup> grade Science

	2012	2013	2014	2015	2016	2017	2017 State
All students – Percent mastery	79	69	80	70	75	78	73
Advanced	12	12	12	10	9	22	17
Hispanic	75	63	70	70	71	79	68
African American	51	45	64	42	58	62	58
White	93	86	94	83	87	89	84
Economically Disadvantaged	65	59	68	65	64	69	65
LEP	67	58	72	68	73	59	58
Special Education	55	30	37	21	20	43	36

**STAAR Alt.**

	2015 % Satisfactory	2015 % Accomplished	2016 % Satisfactory	2016 %Accomplished	2017 % Satisfactory	2017 % Accomplished
6 <sup>th</sup> grade Reading	100%	46%	94%	40%	95%	57%
6 <sup>th</sup> grade Math	100%	15%	94%	39%	100%	67%
5 <sup>th</sup> grade Reading	71%	14%	94%	33%	97%	52%
5 <sup>th</sup> grade Math	79%	35%	94%	44%	100%	52%
5 <sup>th</sup> grade Science	93%	43%	100%	72%	100%	94%

**TELPAS (Scores on Composite Rating)**

	Advanced High	Advanced	Intermediate	Beginner
5 <sup>th</sup>	9	25	6	3
6 <sup>th</sup>	27	23	2	2

## Prioritized Areas of Concern

<b>Areas of Concern</b>	<b>Data Source</b>
Increase overall percentage of students passing the Reading assessment	State Accountability (STAAR - Overall % passing per exam)
Increase percentage of students who meet or exceed progress on STAAR	State Accountability (STAAR Progress Measure score)
Increase number of students gaining a level of proficiency rating on TELPAS	State Accountability (TELPAS - Composite Rating)
Maintain current level of yearly office referrals	PIEMS report

## State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this campus is \$410, 335.

Total FTEs funded through SCE at this campus is 7.52.

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

**Goal 1: BMS will provide a coordinated curriculum that is implemented through effective instructional practices.**

**Objective 1:** By May 2018, 80% of students will pass the state assessment, specifically Reading in 5th and 6th grade, and 70% of students will meet or exceed progress.

**Summative Evaluation:** 80% of all students pass all portions of the state test, and the Campus/District will meet state standard.

Data Reading 16-17	All Students	H	W	AA	LEP	Spec. Ed.
% Met Standard	76%	69%	88%	65%	49%	56%

Data Math 16-17	All Students	H	W	AA	LEP	Spec. Ed.
% Met Standard	87%	84%	93%	81%	77%	74%

Data Science 16-17	All Students	H	W	AA	LEP	Spec. Ed.
% Met Standard	82%	82%	90%	70%	65%	74%

STRATEGY	RESOURCE	PERSON RESPONSIBLE	TIMELINE	EVALUATION
Incorporate ninety minutes of instruction in Reading and Math to include time for small group instruction and additional instructional time in tested areas.	Local and State Compensatory	Campus Administration, teachers and Counselor	Each six weeks	Failure rates and STAAR data, lesson plans, data meetings, department meetings, 9 week assessment data.

Provide MRS instruction to identified Dyslexia students	Local and State Compensatory	Reading Specialist, Counselor	Each six weeks	Student record of progress
Identify students performing below grade level. Meet as needed to discuss student data and plan for implementation of appropriate interventions	Local	Campus Administration, teacher and Counselor	Each six weeks	Meeting Notes, progress monitoring documentation
Provide accelerated instruction for sixth grade students who did not meet state requirements for promotion	Local and State Compensatory See appendix	Campus Administration, counselor and Interventionist	Each six weeks	Student Report cards, lesson plans and STAAR data
Incorporate Accelerated Reader into Reading instruction to help increase reading fluency and comprehension	Instructional Materials Allotment	Librarian, Reading Teachers and Campus Administration	Each six weeks	Student progress on AR
Provide a Learning Lab for small group assistance for all students	Special Ed and State Compensatory See Appendix	Campus Administration and Special Education Department chair	Each six weeks	Learning Lab sign in sheets and Student progress on STAAR



Continue to schedule weekly half day pull out program for all identified Gifted & Talented students.	Local	CSI instructors, Administration	Each six weeks	Student survey, CSI lesson plans
Provide professional support through PD and walkthroughs organized by Instructional Specialist and Instructional Technologist	Title II	Campus Administration and Assistant Superintendent of Curriculum and Instruction	Each six weeks	Teacher Survey, Eduphoria
Provide weekly newsletter to all staff that includes upcoming events, best practices and campus information	Local	Campus Administration	Weekly	Teacher Survey and Friday Focus Documentation
Provide instructional technology programs to increase student performance. Programs include Reading Plus and DreamBox	Local	Campus Administration	Each six weeks	Individual Student progress on Reading Plus and DreamBox

Conduct meetings each six weeks to discuss each student who has failed one or more subjects.	Local	Campus Administration, teacher	Each six weeks	Six week grades, parent contact log, and meeting notes
Conduct an Universal Screener in the Fall, Winter and Spring to evaluate student progress	State Comp	Assistant Principals	Sept. Jan. & May	NWEA Map data
Conduct meeting following each 9 week assessment to analyze scores and develop plan to address campus and teacher concerns	Local	Campus Administration, teachers, content specialist	Twice each semester	Intervention Data, 9-week assessment data, & Failure rates
Evaluate professional staff using the T-Tess instrument.	Local	Campus Administration	On-going	T-Tess Appraisal documentation

**Goal 1:** BMS will provide a coordinated curriculum that is implemented through effective instructional practices.

**Objective 1.2:** Increase number of students receiving an increase on TELPAS Composite Rating.

**Summative Evaluation:** Increase number of students gaining at least one proficiency rating on TELPAS by at 10%.

Grade Level	5th grade	6th grade
Number of students who increased a proficiency rating	8 out of 43	14 out of 54
Number of students who decreased a proficiency rating	2 out of 43	4 out of 54

Provide instructional technology programs to increase TELPAS scores using English in a Flash, Reading Plus, and Imagine Language & Learning	Local	Campus Administration with Reading/Math Teachers	Each six weeks	STAAR, TELPAS, and Program progress report
Provide PLC trainings on effective teaching strategies for our English Language Learners.	Local	Campus Administration and District ELL director	End of the school year	STAAR, TELPAS, lesson plans, Report card grades
Conduct LPAC Meetings to address needs of all ELL students	Local	Counselor	Ongoing	STAAR, TELPAS, Report Card grades

**Goal 2: BMS will attract and retain quality staff.**

**Objective 2:** 100% of all teachers and paraprofessionals will be highly effective.

**Summative Evaluation:** 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development

Data 2017 -2018	% Classes taught by highly trained Teachers	% highly trained Teachers	% highly trained Paraprofessionals
	100 %	100%	100%

Strategy	Resource	Person Responsible	Timeline	Evaluation
Employ Highly Effective faculty	Local	Campus Principal and Human Resource	Beginning of School year	SBEC record of certification
Properly Certified Staff	Local	Campus Principal and Human Resource	Beginning of School year	SBEC record of certification
Provide opportunities for professional staff and support staff to attend professional development as needed.	Local	Instructional and Content Specialist and Campus Administration.	On-going	Training sign-in sheets and teacher participation survey
Conduct walkthroughs and provide feedback to teachers	Local	Campus Administration	Each six weeks	Walkthrough reports

**Goal 3: BMS will develop responsible, respectful and collaborative citizens.**

**Objective 1** By May 2018, at least 85% of all students' parents and/or family member will participate in at least one school sponsored activity.

**Summative Evaluation:** School records indicate that at least 85% of students' parents/family members participated in partnership in education opportunities.

STRATEGY	RESOURCE	PERSON RESPONSIBLE	TIMELINE	EVALUATION
Provide opportunity for students and parents to meet teachers and tour the building.	Local	Campus Administration	August 2016	Parent sign-in
Provide opportunities for parents to learn about BMS and how to better help their student through Fall Into Learning	Local	Campus Administration	October 2016	Parent sign-in
Conduct annual ARD Meetings	Local	ARD Facilitator	Each six weeks	ARD minutes
Conduct annual LPAC Meetings	Local	LPAC Coordinator	September, February and May	LPAC minutes

Provide opportunities for parents to be involved in instructional activities before and after school that include: Fall into Learning, Innovation Day, JABiz Town, Film Festival, Incentive Days.	Local	Campus Administration	October 2016	Parent sign-in
Provide parent communication through a variety of media sources: Remind 101, Newsletters, School Messenger, Twitter, etc.	Local	Campus Administration	On-going	Documentation of news reports
Conduct district wide parent informational meetings	Local	FAME coordinator	On-going	Sign-in sheets

**Goal 4: BMS will provide a safe and secure environment at all facilities.**

**Objective 1:** Maintain an overall referral count of 350 or less.

**Summative Evaluation:** PIEMS data demonstrates a total number of office referrals being below 350.

Year	# of referrals
2016-2017	326

Include a behavior requirement for Incentive Day	Local	Campus Administration	Each six weeks	Discipline Report
Conduct RTI meetings in which behavior interventions are discussed and plan of implementation is created	Local	Campus Administration	Each six weeks	Discipline reports
A weekly Folder is sent to parents to communicate behavior concerns.	Local	Campus Administration	Each six weeks	Friday folder signature pages
Safety Drills are conducted throughout the year	Local	Campus Administration	On-going	Log and calendar, police walk-through

Guidance Lessons and activities are conducted each six weeks	Local	Counselor and Campus Administration	Each Six weeks	Discipline reports
Medal of Honor lessons will be conducted to discuss core values	Local	Classroom teachers and Campus Administration	Each six weeks	Medal of Honor lesson plans