

**Brenham Independent School District**  
**Brenham Middle School**  
**2021-2022 Campus Improvement Plan**

# Mission Statement

## Campus Mission

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.

## District Mission

In collaboration with our families and community, Brenham Independent School District is committed to an exceptional education for ALL students.

# Vision

## Campus Vision

My growth, our future, we ALL matter.

## District Vision

Brenham ISD... A proud community inspiring and encouraging excellence for ALL.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Brenham Middle School is a 5th and 6th grade campus. Student enrollment is as follows:

	2017 - 2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Enrollment	740	750	728	687	692
White	35%	37%	39%	38%	37%
Hispanic	36%	36%	35%	36%	38%
African American	23%	24%	23%	23%	21%
Other	6%	3%	3%	3%	4%
Eco Disadvantaged	59%	58%	58%	57%	48%

Students enrolled in special programs are as follows:

# students in program	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ESL	122	79	74	118	83
GT	37	55	60	81	64
504	62	54	48	58	75
Spec Ed		109	108	114	122

### Staff Demographics

Staff at BMS	Professional staff	Classified staff
Total	62	21
White	57	13
African America	5	6
Hispanic	0	2

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Limited minority professional staff. **Root Cause:** Limited minority applicants.

# Student Learning

## Student Learning Summary

STAAR data: 5th grade Reading

	2012	2013	2014	2015	2016	2017	2018	2019	2021
	1st round	2nd round	2nd round	2nd round	2nd round	2nd round	2nd round	2nd round	
All students - % approaches	76	81	85	80	77	78	73	87	69
Hispanic	70	77	80	78	72	77	66	84	60
African American	55	64	77	59	66	61	56	75	54
White	90	93	92	91	88	89	89	95	85
Economically Disadvantaged	69	74	78	76	64	71	61	81	57
LEP	67	67	75	78	66	60	62	78	45
Special Education	26	24	53	41	23	20	23	42	16

STAAR data: 5th grade Math

	2012	2013	2014	2015	2016	2107	2018	2019	2021
	1st round only	2nd round	2nd round	1st round	2nd round	2nd round	2nd round	2nd round	
All students – % approaches	81	83	88	82	87	91	88	90	80
Hispanic	75	77	81	86	90	89	86	87	74
African American	68	73	85	56	70	86	76	88	68
White	91	93	92	89	93	96	97	94	91
Economically Disadvantaged	76	77	82	78	79	87	84	87	72
LEP	72	76	85	84	59	74	80	83	72
Special Education	46	40	63	33	45	77	49	58	41

STAAR data: 6th grade Reading

	2012	2013	2014	2015	2016	2017	2018	2019	2021
All students – % approaches	69	70	67	74	65	67	54	62	65
Hispanic	63	61	64	60	62	56	55	54	60
African American	44	44	48	64	34	57	28	44	46
White	83	89	85	89	82	86	72	79	79
Economically Disadvantaged	57	57	59	62	54	52	43	52	56
LEP	31	53	39	46	47	38	24	28	27
Special Education	27	21	19	25	24	12	7	14	8

STAAR data: 6th grade Math

	2012	2013	2014	2015	2016	2017	2018	2019	2021
All students – % approaches	75	72	69	77	70	79	77	83	82

	2012	2013	2014	2015	2016	2017	2018	2019	2021
Hispanic	66	66	59	69	67	77	79	80	78
African American	49	44	58	62	53	69	61	71	70
White	82	92	84	91	80	90	86	93	91
Economically Disadvantaged	60	60	65	69	65	70	72	79	76
LEP	64	71	45	67	65	77	61	72	64
Special Education	19	25	21	29	15	15	29	40	33

STAAR data: 5th grade Science

	2012	2013	2014	2015	2016	2017	2018	2019	2021
All students – % approaches	79	69	80	70	75	78	74	78	69
Hispanic	75	63	70	70	71	79	71	71	64
African American	51	45	64	42	58	62	59	66	43
White	93	86	94	83	87	89	87	90	88
Economically Disadvantaged	65	59	68	65	64	69	63	68	54
LEP	67	58	72	68	73	59	71	61	49
Special Education	55	30	37	21	20	43	32	30	18



Campus STAAR Data

	2018	2019	2018	2019	2018	2019
	% Approaches	%Approaches	% Meets	% Meets	% Masters	% Masters
5th Math	82	90	49	62	23	40
6th Math	77	83	39	47	15	21
5th Reading	69	87	41	49	16	27
6th Reading	54	62	29	34	15	16
5th Science	74	78	39	52	18	29

	2018	2019	2018	2019	2018	2019
	% Limited Growth	% Limited Growth	% Expected Growth	% Expected Growth	% Accelerated Growth	% Accelerated Growth
5th Math	35	19	48	47	17	36
6th Math	58	41	36	49	6	10
5th Reading	43	31	39	41	18	28
6th Reading	64	59	27	33	8	8

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Closing the gap on Reading and Math STAAR in certain subgroups **Root Cause:** Low percentage of African American and eco Dis subgroups at the "meets" and "masters" standard on the STAAR.

**Problem Statement 2:** Students meeting or mastering grade level standards **Root Cause:** Low percentage of students scoring at the "Meets" and "Masters" standard on the STAAR

# **School Processes & Programs**

## **School Processes & Programs Summary**

5th grade is organized in partnerships, one teaching Reading Language Arts and Social Studies, and the other teaching Math and Science.

6th grade is organized in teams of three teachers, Reading Language Arts, Math and Science/Social Studies.

Due to adjustments made to the schedule to assist with pandemic protocols, teams do not have conference conference period, but each department has a common PLC time that meets daily.

Our Gifted and Talented students are self contained in 5th grade in our Gateway Program. In 6th grade, the students are self contained for Science/Social Studies and in general ed for Reading and Math.

BMS offers Life Skills for our intellectually disabled students. All other special education students are in general ed classes with inclusion support.

Brenham Middle School has 83 staff members.

## **School Processes & Programs Strengths**

Due to adjustments to master schedule to assist with safety protocols, each department has common PLC time to plan data driven instruction.

# Perceptions

## Perceptions Summary

The results of our parent survey indicate that overall our students feel safe on campus and that academically we are challenging our students to grow and be successful. Due to the small number of responses, the data is unreliable, however, it does show trends that need to be addressed.

## Perceptions Strengths

Parents are pleased with the amount of homework, discipline decisions made on campus, and that students feel safe.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents do not feel that teachers and campus administration communicate enough with families. **Root Cause:** Inconsistent requirement for parent communication.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data





# Goals

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

**Performance Objective 1:** By May 2022, 80% of students will pass the state assessment, specifically Reading in 5th and 6th grade, 50% of students will pass the STAAR at the meets category, and 25% of students will pass the STAAR at the masters category.

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate Balanced Literacy instruction to help increase reading fluency and comprehension <b>Strategy's Expected Result/Impact:</b> Increased reading levels on MAP, Increase mastery on STAAR <b>Staff Responsible for Monitoring:</b> Reading Teachers/Campus Administration <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide self contained Gateway program for identified 5th grade Gifted & Talented students. <b>Strategy's Expected Result/Impact:</b> Provide differentiated instruction for gifted learners <b>Staff Responsible for Monitoring:</b> Gateway teachers/Administration <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide full Inclusion instruction for all Special Education students <b>Strategy's Expected Result/Impact:</b> Increase the academic performance of special education students <b>Staff Responsible for Monitoring:</b> Special ed staff/Administration <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide instructional technology programs to increase student performance. <b>Strategy's Expected Result/Impact:</b> Map Score improvement <b>Staff Responsible for Monitoring:</b> Campus administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Incorporate forty-five minute Specials period for small group instruction and additional instructional time in tested areas. <b>Strategy's Expected Result/Impact:</b> student growth <b>Staff Responsible for Monitoring:</b> Campus Administrations, teachers and counselors	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Weekly PLC/planning time for teachers to evaluation TEKS/discuss good teaching strategies and create engaging lesson plans <b>Strategy's Expected Result/Impact:</b> Identify Essential Learning Standards for students to be successful at the next grade level <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Instructional Specialist	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Conduct 9 week assessment data meetings to discuss student growth and benchmark data. <b>Strategy's Expected Result/Impact:</b> Data based decision making <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialit and teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



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

**Performance Objective 2:** Increase number of students receiving an increase on TELPAS Composite Rating.





**Evaluation Data Sources:** TELPAS data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide instructional technology programs to increase TELPAS scores using Imagine Language & Learning <b>Strategy's Expected Result/Impact:</b> Increase in TELPAS scores <b>Staff Responsible for Monitoring:</b> Campus Administration, Reading teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** BISD will provide a safe and secure environment throughout the district.

**Performance Objective 1:** Maintain an overall referral count of 400 or less





**Evaluation Data Sources:** PIEMS data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Include behavior requirement for House system <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referral <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct RTI meetings in which behavior interventions are discussed and plan of implementation is created <b>Strategy's Expected Result/Impact:</b> Decrease in behavioral concerns <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> A weekly planner is sent to parents to communicate behavior concerns <b>Strategy's Expected Result/Impact:</b> Signed weekly planners <b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Safety Drills are conducted throughout the year. <b>Strategy's Expected Result/Impact:</b> Ongoing <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Guidance Lessons and activities conducted each six weeks <b>Strategy's Expected Result/Impact:</b> Improved overall teamwork within classes <b>Staff Responsible for Monitoring:</b> Counselor and Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Consistent classroom management documentation system within all classrooms <b>Strategy's Expected Result/Impact:</b> Fewer reported classroom incidents <b>Staff Responsible for Monitoring:</b> Classroom teachers and campus administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** BISD will provide a safe and secure environment throughout the district.

**Performance Objective 2:** Attendance will meet or exceed the district's goal of 97% for the 2021-2022 school year.





**Evaluation Data Sources:** PIEMS data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly contest to promote attendance <b>Strategy's Expected Result/Impact:</b> Improved Attendance <b>Staff Responsible for Monitoring:</b> Classroom teachers, campus administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attendance letters sent to parents, and attendance committees held to discuss excessive absences <b>Strategy's Expected Result/Impact:</b> Decrease in number of students with excessive absences <b>Staff Responsible for Monitoring:</b> Campus administration and attendance clerk	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** BISD will promote family and community involvement.

**Performance Objective 1:** By May 2022, at least 85% of all students' parents and/or family members will participate in at least one school-sponsored activity.

**Evaluation Data Sources:** Sign in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide parent communication through a variety of media sources: Remind 101, Newsletters, School Messenger, Class Dojo, Twitter, etc. <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct virtual parent conferences, ARD, LPAC and 504 meetings. <b>Strategy's Expected Result/Impact:</b> Parent involvement in all requested parent conference/meetings. <b>Staff Responsible for Monitoring:</b> Teachers, administration, ARD Facilitator, LPAC coordinator.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> When safety protocols allow, invite parents to participate in instructional activities such as Film Festival, Living Museum, etc. Activities will be held virtually when appropriate. <b>Strategy's Expected Result/Impact:</b> Increase parent involvement <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 4:** BISD will attract and retain quality staff.


**Performance Objective 1:** 100% of core academic classes will be taught by highly trained teachers, 100% of paraprofessionals with instructional duties will meet Equity Plan requirements and 100%highly trained staff will be maintained through professional development to increase student achievement.


**Evaluation Data Sources:** District Equity Plan report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional support through PD and walkthroughs organized by Instructional Specialist and Instructional Technologist <b>Strategy's Expected Result/Impact:</b> Increased number of walkthroughs and PD <b>Staff Responsible for Monitoring:</b> Instructional and Technology specialist/Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide weekly newsletter to all staff that includes upcoming events, best practices and campus information <b>Strategy's Expected Result/Impact:</b> Completion of weekly newsletters <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Evaluate professional staff using the T-Tess instrument. <b>Strategy's Expected Result/Impact:</b> Completion of TTess for all professional staff <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct LPAC Meetings to address needs of all ELL students <b>Strategy's Expected Result/Impact:</b> LPAC meeting notes <b>Staff Responsible for Monitoring:</b> Campus Administration adn District ELL director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Supply support for EL students with interventions taught by EL certified interventionist. <b>Strategy's Expected Result/Impact:</b> Increase in student performance of EL students <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Employ Highly Effective faculty <b>Strategy's Expected Result/Impact:</b> Fully certified staff <b>Staff Responsible for Monitoring:</b> Campus Principal and Human Resource Director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Addendums