

Brady Independent School District

Brady Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Brady Middle School is united in our commitment to maintain a safe, respectful environment that instills personal responsibility and encourages excellence in academic and extracurricular endeavors, while educating students to their fullest potential to achieve beyond state expectations.

BISD Lone Star Governance Goals

Goal #1 The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 64.8% to 95% by the end of the school year 2022.

Goal #2 All students 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.

Goal #3 The percentage of Brady High School students passing all EOC test will increase from 71% to 90% by 2022.

Goal #4 The percentage of Brady High School students participating in AP and/or Dual Credit Courses will increase from 10% to 25% by 2022.

Goal #5 The percentage of staff/teacher/administrator's retention rate will increase from 75% to 95% by 2022.

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Goal 1: Brady Middle School will provide opportunities for academic excellence through diverse opportunities to earn the percentage of students in Grades 6-8 who receive "Meets" and "Masters" on each STAAR exam increases by 10% by the 2022-2023 school year. Brady ISD Goal #2- All students in grades 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.	17
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Comprehensive Needs Assessment

Demographics

Demographics Summary

The 21-22 school year will have approximately 83 eighth graders, 75 seventh graders, and 71 sixth graders. BMS will accommodate inclusion/SPED/504 students through creative scheduling. The electives for the 21-22 school year will be: Robotics, Band, Art, Computer, PE, and Athletics, but BMS will work through the school year to plan for new CTE courses to be implemented in 2022-2023. Students will benefit from a character development/study skills course to improve learning and development. Of the 14 factors that contribute to students earning the distinction of at-risk, students are mainly identified due to STAAR failure; several are able to come off the list for math and reading achievement, but some remain on the list due to failure in 5th grade science or 4th grade writing. BMS ended the 20-21 school year at a 95.04% attendance rate, with 23 504 students, 21 dyslexic students, and 16 emerging bilingual students (7.3%). The percentage of students classifying as Special Education was 14.6%, and 68.3% of students are on free/reduced lunches. 47.6% of the students are Hispanic/Latino, while 52.4% qualified as Not Hispanic.

Demographics Strengths

In order to accommodate the broad landscape of demographics at Brady Middle School, BMS has implemented systems of supports for instruction, behavior, emotion, and communication. BMS has a counselor who provides social-emotional learning and character development lessons to all students. A parent liaison has been integral this year for COVID relief. Attendance is handled daily, phone calls are made, and reward systems are set up. BMS has discussed a new reward system to motivate students. Emerging bilingual students are provided assistance and supplemental instruction through Summit K12, which helps progress their reading, listening, speaking, and writing skills. Students who were unsuccessful in their standardized tests receive remedial classes to close the gap. BMS currently has one full-time GOAL math teacher and one full-time GOAL reading/dyslexia interventionist; also, two full time paraprofessionals assist in the Life Skills classroom, which has taken on a full load. All special education students who require inclusion support are scheduled with paraprofessionals to assist them. GT students were served appropriately this year through an advanced robotics class, and next year will be served daily through an activity period. Students at BMS and correlative teachers/curriculum have proven to be successful for multiple years; they rise to the occasion.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The broad range of student abilities that BMS supports contributes to difficulty in ensuring that the master schedule includes a spectrum of course offerings to allow an opportunity for all students to demonstrate mastery. **Root Cause:** Student transition from elementary along with a pending transition to high school, plus acceleration of students requires a creative scheduling.

Problem Statement 2: Attendance was lower this year percentage-wise. **Root Cause:** COVID took a toll on our attendance rate, even with the remote learning.

Student Achievement

Student Achievement Summary

Brady Middle School works diligently to close the gap in mathematics and reading by 8th grade, and systems have proven to be successful. BMS has outperformed the state in the majority of categories for multiple years. Brady Middle School utilizes benchmarks, scheduled testing groups, and a mock-standardized testing set up to prepare for successful testing. Curriculum in 6th grade is challenging, reason for the slight decline in scores in sixth grade. Teachers continue to use tutorials and extended day instruction to close the gaps caused by COVID. Because of strong administration, specialty class/services, and highly qualified teachers, we continue to close the gap by 8th grade.

Student Achievement Strengths

The data indicates that in all grade levels, Asian and White students are performing at or above average. In 6th and 7th grades, Hispanic students are performing below average percent score. In 8th grade, Hispanic students are performing at a similar average percent score. Students making the most progress are the economically disadvantaged subpopulation. These scores in this subpop are higher than the state scores. Reading has also shown improvement. Students are strategically scheduled in classes that will best serve their needs, such as classes with low student-teacher ratios, classes with either faster or slower pacing, or classes with inclusion support. Moreover, struggling students are enrolled in remediation classes, RTI programs, GOAL classes, and tutorials.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Staff members are being required to work longer hours and be prepared for a myriad of instructional delivery methods **Root Cause:** Attendance continues to be lower due to the impacts of COVID-19.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate are overall positive. We find that our strengths are within the consistent structure and expectation provided by the teachers and administration. Students know what to expect when they walk in the door and are able to feel safety both physically and emotionally. Students could benefit from more social/emotional learning classes and instruction to improve well-being and quality of life. Specifically, Brady Middle School counselors, administration, and teachers will focus on explicitly teaching students communication skills, working on college and career goals, and initiating motivational tactics that will inspire students to be the best they can possibly be in various elements of life.

School Culture and Climate Strengths

Within the Brady Middle School walls, students have expressed that they feel safe and that they enjoy school. The teachers feel respected, and they are pleased with the work environment. Students are also resilient and flexible with changes. Students and staff have a mutual respect for each other, building strong relationships over time. BMS promotes a sense of belonging and inclusion; students receive support from the staff to get help when needed, emotionally or academically. Student behavior and discipline is consistent and curbs most issues within the entire school. Expectations are clear and consistent among administration and teachers. The majority of the classrooms are well organized and enforce quality classroom management procedures. Brady Middle School teachers will work to embrace and begin implementation of a project-based learning mindset. This mindset has proven to inspire students to think both critically and logically about content as well as develop an appreciation and love for learning. Motivation, attendance, and personal management skills will likely improve through the implementation of project-based learning.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There has been a notable decrease in active participation in the learning process from data sources such as discipline referrals, failure lists, and tutorial list **Root Cause:** The instability created by COVID-19 has fostered an uncertain educational environment for students which has impacted student buy-in for the learning process and decreased opportunities for staff to build authentic relationships with students.

Problem Statement 2: Communication efforts between students, teachers, and parents should improve. **Root Cause:** Society has enabled all parties to rely on technology for their sole method of communication instead of face-to-face interaction.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Brady Middle School retention is usually fairly high due to the expectations and communication of administration. However, due to the economic decline of Brady in general caused by the exit of the sand plants, job opportunities to bring families to Brady and keep them here have decreased. In addition, staff members struggle to find quality, affordable day care for their children while they work. Childcare would be a great perk for young families who come to BISD. Brady ISD is competitive with salaries and benefits when compared to other districts in the area. Brady ISD Administration has created a fair salary schedule with reasonable stipends to incentivise employment with the district.

Staff Quality, Recruitment, and Retention Strengths

BMS works hard to retain quality teachers and schedules teachers creatively to best suit their strengths. Teachers obtain continuing education credits to renew their certificates that are not lifetime certificates. Paraprofessionals are trained through the educational service center. Teachers and paraprofessionals meet and communicate with both administrators in order to improve their practices and discuss observations. Overall, staff attendance is high, and retention at BMS is highly consistent due to the family-oriented environment created by BMS Admin. The turnover rate at BMS has been typically low in past years.

A mentor program provides a built in support system for our newly hired teachers. Mentors are a quick means to get answers to simple questions about the daily routine of our campus, programs used, or concerns. New staff are assigned to a highly, qualified mentor teacher who is there to answer questions and guide them through the daily routine at BMS.

BMS participates in annual surveys requesting input in multiple areas addressing campus improvement. Family involvement including PATS, Schedule Pick up, Report Card pickup, Veteran's Day Program, band concerts, and various sporting events is highly encouraged. Teachers and administration contact parents in a timely fashion in regards to struggling students. Staff is often surveyed in efforts to determine what professional development they feel is required to continue our academic success and BMS.

Eduhero was utilized this year to provide annual compliance training in areas such as suicide prevention, sexual harassment, bullying, mental health, blood-borne pathogens, dyslexia, SPED, 504, and school safety. Documentation for each individual student helps the highly qualified teachers be more aware and accountable for implementing accommodations/modifications. Practicing school safety drills prepares the students and staff in the event of an actual crisis.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Maintaining equitable student/teacher ratio while increasing course offerings to meet the needs of students has become increasingly difficult
Root Cause: Recruiting highly qualified teachers when vacancies occur has become a problem for education across the state.

Problem Statement 2 (Prioritized): Minimal business opportunities exist to bring teachers and their families to our area. **Root Cause:** Childcare as well as an overall lack of business opportunities are issues that deter families from moving to or staying in Brady.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The changing landscape of education due to COVID-19 and quarantine has created a gap in learning across America. It is imperative that BMS continues to be intentional with scheduling and pre-planning to build classrooms that maintain a balanced student-teacher ratio. Teachers work to create lessons that are equally inspiring, interesting, and rigorous in order to increase student motivation and continue to close the gaps across grade levels. BMS continues to see success with smaller class sizes, inclusion support, use of RTI classes, and double dipping students that struggle in math and/or reading. Grade levels communicate to provide instruction that is vertically aligned and STAAR formatted. After school tutorials also provide struggling students extra help. Next year, the science team is considering using the online portion of Think Central and adding in Kessler's Lab to their curriculum. ELAR will be following the TRS scope and sequence, and they will be adding in Writer's Workshop and the Notice/Note reading strategy to complement their current instruction. Math will follow TRS and Carnegie to continue the high success rates. Social Studies will use TRS in conjunction with McGraw-Hill and teacher-created projects to dive deeper into history lessons. All content areas will work to provide cross-curricular lessons and write consistently throughout content areas.

Curriculum, Instruction, and Assessment Strengths

Typically, BMS has STAAR data from the previous year as a means to determine success and progress. This year, teachers utilized benchmark scores and unit test scores as data points and progress checks for their students. Teachers look at the TEKS that the lowest passing rate and incorporate them into bellwork, mixed reviews, journal prompts, etc. These lower areas are continuously spiraled and tested. The data reflects that the teachers' instructional design methods are aligned to the assessments, based off their curriculum and TEKS. Teachers place students into RTI programs, such as a pull-out for reading or GOAL math/reading for extra support. To challenge students, the teachers ask questions that are rigorous and contain academic language.

Assessments are developed in Eduphoria, and they cover the material that was taught in the current unit. Benchmarks and CBAs help inform teachers on the progress of the students. BMS does a great job of putting struggling students into RTI and ensuring success with other pullout programs and tutorials. Students are pushed from the bottom and pulled from the top to accommodate the needs of all students.

Brady Middle School chooses to focus on improvement throughout the year and offers incentives for improvement. Instructional design and delivery is dependent upon both teaching and learning styles. However, Brady Middle School is focusing on cross-curricular instructional design and incorporation of project-based instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Scheduling causes mildly inconsistent class sizes, and elective options should expand more. **Root Cause:** BMS and BHS will work to be in alignment on schedules in the 2021-2022 school year.

Problem Statement 2 (Prioritized): Student learning styles vary significantly, and teachers need more professional development on incorporation of multiple learning styles into

instruction. **Root Cause:** Technology is a driving factor in students' lives; incorporation of projects that include relevancy for students should increase.

Parent and Community Engagement

Parent and Community Engagement Summary

Brady Middle School encourages participation from parents and the community. BMS has a high turnout of family support for sporting events and band concerts. The largest parental show of support exists at the annual Veterans Day Program. This program allows the PATS Committee to purchase school supplies for all students at the beginning of the school year. Unfortunately, due to COVID, BMS was unable to hold the Veterans Day program, which limited funds for school supplies. The BMS PATS organization encourages parents and teacher involvement to help support the needs of BMS students. Remind, BISD School Messenger, the marquee, and the BMS Facebook pages are used for communication, but we still need a more effective method of communication between the parents, teachers, and students. Parents are also encouraged to sign up for the parent portal for Ascender to see their child's grades. Furthermore, the ACE program is extremely effective at helping the students complete homework and giving the extra support they need.

Parent and Community Engagement Strengths

Evidence that families and community members are involved in meaningful activities that support students' learning are: schedule and report card pick-up, orientation, parent/student Ascender portal, and the Brady ISD website. Phone calls and School Messenger are used to communicate to parents. Families and community members are encouraged to become involved in school decisions by parents being able to go to school board meetings, Brady ISD survey responses, parent/student communication/calls, and formally scheduled ARD/504/LPAC Meetings

BMS provides services to support families, community members, and students to encourage healthy family relationships. Our counselor meets with the students for social-emotional learning and character development. Newsletters are distributed to parents via the BMS website.

BMS communicates to non-English speaking parents through our parent liaison, and two of our on-campus bilingual staff members.

Other types of community partnerships are the local newspaper/radio, local restaurants that support and donate to on-campus programs and staff incentives, local churches and businesses who donate for the annual Veteran's Day program, Helping Hands that donates to assisting needy students, and the BMS Facebook page that reminds parents and students of activities and dates.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The PATS Organization can always use new members to support involvement. **Root Cause:** COVID-19, parent schedules, and the lack of understanding the importance of this organization all contribute to a low membership.

Problem Statement 2: BMS should implement a Career Day with more outside sources and community involvement. **Root Cause:** Students need to see people in the community and what their futures could look like.

Problem Statement 3: A parent portal of Ascender is offered to check students grade, but more parents need to enroll. **Root Cause:** Parental awareness of Ascender's benefits is not widespread.

School Context and Organization

School Context and Organization Summary

The strengths in School Context and Organization at BMS are greatly due to having an administrative team of tenure. There are systems in place that are extremely effective, and expectations for both staff and students contribute to the successes of BMS. Strengths in student support/paraprofessionals/tutorials are because expectations have been set and met.

School Context and Organization Strengths

There is a great deal of support at BMS. When teachers express a need for supplies/materials/resources, administration shows support by finding a way to meet those needs as best they can. Calendars are available on the district website to keep people informed of upcoming events. A district-wide communication method that contains current happenings throughout the district would assist in supporting parents, teachers, staff, and students.

Data implies that BMS teachers and support staff provide engaging and rigorous instruction while students are held accountable for their learning. Teachers are efficient in providing appropriate accommodations/modifications to 504 and/or Special Education students, which enable them to work to the best of their ability. Incoming sixth grade student data also reflects improvement throughout school year.

Remedial classes benefit BMS students by allowing time for reteaching of concepts and more individualized assistance for those in need. An added bonus is building self-confidence in students as they see themselves become better with a concept with which they have been struggling. For this reason, all students would benefit from a period that allows for individualized assistance and self-confidence building, like an activity period.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Due to the education gap experienced, schools are needing now more than ever to be creative in finding solutions for academic interventions during the day. **Root Cause:** The ever changing landscape due to COVID-19 coupled with a decrease in parent involvement is increasing the educational gap.

Problem Statement 2: More recognition for students would boost morale among students. **Root Cause:** Students are rewarded each six weeks and at semester, but an increase in frequency would be beneficial.

Technology

Technology Summary

Brady Middle School has multiple strengths in the arena of technology. Some of those strengths include new staff computers, classroom sets of computers, and new iPads in 8 ELAR. School-wide, there are some areas that need improvement, especially to close the gaps caused by COVID-19 and remote instruction. Many student laptops need to be replaced for functionality and increased usage. Also, BMS would like to look at updating and replacing the projectors and document cameras with Smart TVs and/or Smartboards.

Technology Strengths

At the middle school, the staff has access to laptop computer, projectors, document cameras, and programs such as Eduphoria, Study Island, Discovery Education, and online curriculum in core areas. Our students have access to laptops in all core classrooms. iPads are available in 6th Math and ELA-R, 8th Science and ELA-R. The 8 ELA-R iPads have been replaced this year. Teachers and parents have access to Ascender/Parent Portal. The students and teachers have become proficient in using Google Classroom and Google Extensions. Various communication methods (i.e. Remind, SportsYou, School Messenger) are utilized for sending updates and pertinent information to parents.

Staff has become proficient in technology due to the COVID-19 pandemic. Within the classroom, teachers are able to incorporate fun and interesting projects using available technology, but updates among all classes could increase those projects. Technology supports curriculum by providing supplemental activities and enrichment through online curriculum such as Study Island, Imagine Learning, Summit K-12, Kahoots, Quizlet, Discovery Education, and Exploros. Technology is used on a daily basis to present, inform, and provide feedback for students and parents.

Our network is provided through Region XV. We have a technology staff that solves and answers any issues that may arise.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Based on the Needs Assessment, our biggest need is in the area of newer hardware. **Root Cause:** Classroom computers, iPads, projectors, and document cameras are outdated and, in some instances, non-replaceable. To solve this issue, a projected timeline of completion and more money needs to be budgeted for technology to help fund the replacement of outdated equipment.

Priority Problem Statements

Problem Statement 1: There has been a notable decrease in active participation in the learning process from data sources such as discipline referrals, failure lists, and tutorial list

Root Cause 1: The instability created by COVID-19 has fostered an uncertain educational environment for students which has impacted student buy-in for the learning process and decreased opportunities for staff to build authentic relationships with students.

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 2: Student learning styles vary significantly, and teachers need more professional development on incorporation of multiple learning styles into instruction.

Root Cause 2: Technology is a driving factor in students' lives; incorporation of projects that include relevancy for students should increase.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: The broad range of student abilities that BMS supports contributes to difficulty in ensuring that the master schedule includes a spectrum of course offerings to allow an opportunity for all students to demonstrate mastery.

Root Cause 3: Student transition from elementary along with a pending transition to high school, plus acceleration of students requires a creative scheduling.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Staff members are being required to work longer hours and be prepared for a myriad of instructional delivery methods

Root Cause 4: Attendance continues to be lower due to the impacts of COVID-19.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Maintaining equitable student/teacher ratio while increasing course offerings to meet the needs of students has become increasingly difficult

Root Cause 5: Recruiting highly qualified teachers when vacancies occur has become a problem for education across the state.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Minimal business opportunities exist to bring teachers and their families to our area.

Root Cause 6: Childcare as well as an overall lack of business opportunities are issues that deter families from moving to or staying in Brady.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: The PATS Organization can always use new members to support involvement.

Root Cause 7: COVID-19, parent schedules, and the lack of understanding the importance of this organization all contribute to a low membership.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Due to the education gap experienced, schools are needing now more than ever to be creative in finding solutions for academic interventions during the

day.

Root Cause 8: The ever changing landscape due to COVID-19 coupled with a decrease in parent involvement is increasing the educational gap.

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: Based on the Needs Assessment, our biggest need is in the area of newer hardware.

Root Cause 9: Classroom computers, iPads, projectors, and document cameras are outdated and, in some instances, non-replaceable. To solve this issue, a projected timeline of completion and more money needs to be budgeted for technology to help fund the replacement of outdated equipment.

Problem Statement 9 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student 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
- 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
- Observation Survey results

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, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices


Goals



Revised/Approved: October 7, 2021



Goal 1: Brady Middle School will provide opportunities for academic excellence through diverse opportunities to earn the percentage of students in Grades 6-8 who receive "Meets" and "Masters" on each STAAR exam increases by 10% by the 2022-2023 school year. Brady ISD Goal #2- All students in grades 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.



Performance Objective 1: By May of 2022, Brady Middle School will exceed the State Average in assessment performance by all student groups and subpopulations tested, and focus on improvement by each student by 10%.



Evaluation Data Sources: Unit Tests, Benchmarks, STAAR, STAAR Alt, TELPAS, Excellence Plans, 504/SPED/EB plans, HB 4545 Documentation, PEIMS data, grades, and failure lists



Strategy 1 Details	Reviews			
<p>Strategy 1: BMS will use TEKS Resource System in conjunction with supportive resources to implement quality curriculum for each content area. All core subjects will use Eduphoria, STAAR Test Maker, and TEKS Resource System to create TEKS based/STAAR formatted CBAs.</p> <p>Strategy's Expected Result/Impact: A consistent, vertically aligned curriculum will ensure that the gap between instruction throughout the grade levels is limited. The use of STAAR formatted CBAs will allow teachers to thoroughly analyze data and support student improvement. The impact will be measured by improved performance on standardized assessments.</p> <p>Staff Responsible for Monitoring: Principal, All Teachers, Asst. Principal and PEIMS Director</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Oct	Mar	May	June
				






Strategy 2 Details	Reviews			
Strategy 2: Utilize RTI strategies to determine educational needs of students struggling in classrooms both behaviorally and educationally. Strategy's Expected Result/Impact: Decrease in number of referrals Staff Responsible for Monitoring: Principal, Teachers, Sp.Ed Teacher, 504 Coordinator, Dyslexic Coordinator ACCESS Team HOT Coop Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Context and Organization 1 Funding Sources: Dyslexia Resources - Special Education - \$1,000, Reading Level Assessment - Local Funds - \$125	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Create a master schedule that maximizes the usage of inclusion teachers and paraprofessionals for extra classroom assistance for At-Risk, 504, Dyslexic, and Special Education to ensure success of students. Strategy's Expected Result/Impact: BMS students will see a reduction in failure rates, an increase in overall grades, confidence in the content, and improved assessment scores. Staff Responsible for Monitoring: Principal 504 Coordinator Teachers Sp. Ed Teacher Inclusion/Teachers Paraprofessionals Dyslexia Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Context and Organization 1 Funding Sources: Special Education Supplies - Special Education - \$850, Self Contained Supplies - Special Education - \$850, Self Contained Travel - Special Education - \$200	Formative			Summative
	Oct	Mar	May	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize activity periods for math remediation in grades 6-8 for students demonstrating a need for extra assistance with the following resources: Mentoring Minds, Carnegie Math, Maneuvering the Middle, STAAR Master, Kamico, Prodigy, & Imagine Math. Furthermore, activity periods assist with reading remediation, including ELLs, 504, Special Education, and At-Risk students with the following resources: Springboard ELA, Language Workshop, Study Island, STAAR Master, Kamico, Forde-Ferrier, and Summit K-12.</p> <p>Strategy's Expected Result/Impact: All students should see a reduction in failure rates, an increase in grades, an increase in test scores, and extra assistance from core teachers.</p> <p>Staff Responsible for Monitoring: Principal All Math Teachers Sp. Ed Teachers/Paras</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Forde- Ferrier STAAR - ESSER III - \$800, Mentoring Minds - Math - ESSER III - \$870 , School Datebooks - Local Funds - \$1,500, Think-Up Reading - ESSER III - \$870, Maneuvering the Middle Licenses - Local Funds - \$1,400</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: By using released STAAR tests as benchmarks, administrators and teachers will be able to appropriately determine testing groups, needs, and accommodations for students in special populations.</p> <p>Strategy's Expected Result/Impact: Benchmark testing is crucial practice for students, teacher, and administrators. Benchmarking will occur in March, and teachers are able to accurately assess if the testing environment is appropriate for individual students. Data is used to determine tutorial groups.</p> <p>Staff Responsible for Monitoring: Principal, HOT Coop Diag, SpEd Teachers RegEd Teachers 504 Coordinator Dyslexia Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 6 Details		Reviews			
Strategy 6: Provide small group reading tutorial time during the school day for at-risk students, students failing reading, and for students experiencing difficulty mastering state standards in reading. Strategy's Expected Result/Impact: Students who have been identified for needing various levels of intervention in reading will be supported in a small student to teacher ratio for explicit instruction, which will improve reading scores and failure rates. Staff Responsible for Monitoring: Principal Assistant Principal Reading Tutors Reading Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Context and Organization 1 Funding Sources: Reading and Math Intervention - ESSER III - \$30,000, Interventionist - RLIS - \$3,700		Formative			Summative
		Oct	Mar	May	June
					
Strategy 7 Details		Reviews			
Strategy 7: Provide accelerated instruction to bridge the learning gap in preparation for testing to all students who did not reach mastery on a STAAR examination in the previous year; provide extended-day-tutorial sessions for students who are at risk of not meeting standards on standardized reading, math, science, & history tests. Strategy's Expected Result/Impact: Accelerated instruction and extended-day tutorial sessions will allow for BMS students to make significant academic gains throughout the year. Staff Responsible for Monitoring: Principal, Special education Regular education teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: Aide Summer Extra Duty - State Compensatory Education - \$4,800, Summer School Teachers - State Compensatory Education - \$6,000, Saturday School - State Compensatory Education - \$4,000, ACE - Extended Day Staff - State Compensatory Education - \$24,000, Extended Day Tutorials - ESSER III - \$9,000		Formative			Summative
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Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will complete daily implementation of cross-curricular writing in the form of Writer's Workshop to prepare all students for real-world application.</p> <p>Strategy's Expected Result/Impact: Students throughout the grade levels are increasingly reliant upon technology assistance in their writing. The expectation is that an increase in practice of cross-curricular writing will further students' writing abilities to prepare them for the real world.</p> <p>Staff Responsible for Monitoring: Principal, AP All Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Writer's Workshop - Patterns of Power - Local Funds - \$200</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Daily Gifted and Talented education will be provided for all identified GT students.</p> <p>Strategy's Expected Result/Impact: Students in gifted and talented should be focused on generating "meets" and "masters" levels on all standardized tests. GT education will allow qualified students to create projects, invent, and utilize critical thinking and problem solving skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal GT Teacher/Director</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: GT Training - Gifted/Talented - \$300, GT Field Trips - Gifted/Talented - \$200</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 10 Details	Reviews			
Strategy 10: Student identified as in need of dyslexic services will receive instruction in either the Scottish Rite program or Reading by Design, dependent upon student qualification and progress. Strategy's Expected Result/Impact: Students will generate improvement measures on the following: progress reports, reading assessment data, report cards, and state assessment scores. Staff Responsible for Monitoring: Principal Dyslexia Interventionist ACCESS Team 504 Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Context and Organization 1 Funding Sources: - Dyslexia - \$279	Formative			Summative
	Oct	Mar	May	June
				
Strategy 11 Details	Reviews			
Strategy 11: BMS will provide Emerging Bilingual students with appropriate interventions, support, curriculum, and qualified staff to further their linguistic success. Strategy's Expected Result/Impact: Improvement of all Emerging Bilingual students' abilities to speak, listen, write, and read the English language. Staff Responsible for Monitoring: Principal LPAC Coordinator ELAR Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Context and Organization 1 Funding Sources: ESL Certification - ESL Program - \$275, ESL Supplies - ESL Program - \$100, ESL Stipend - ESL Program - \$7,000	Formative			Summative
	Oct	Mar	May	June
				

Strategy 12 Details		Reviews			
Strategy 12: Brady Middle School will utilize extra curricular activities, such as UIL and Robotics, to further advance students academically outside of the classroom. Strategy's Expected Result/Impact: Students will become involved in extra events that enhance their knowledge of the real world (i.e. speaking events, robotics, competition, strategy, listening skills). Staff Responsible for Monitoring: Principal, UIL Coordinator, UIL Sponsors, Robotics Teacher Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Problem Statements: Demographics 1 Funding Sources: Robotics Staff Travel - Local Funds - \$500, UIL Fees - Local Funds - \$500, UIL Travel - Local Funds - \$1,500, Contracted Services - Local Funds - \$500, UIL Supply - Local Funds - \$2,200, Robotics Travel - Local Funds - \$1,000, UIL Meal Deals - Local Funds - \$750, UIL Sponsors - Local Funds - \$10,000, Robotics Dues - Local Funds - \$500, UIL Rentals - Local Funds - \$500		Formative			Summative
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Performance Objective 1 Problem Statements:

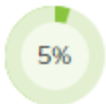




Demographics
Problem Statement 1: The broad range of student abilities that BMS supports contributes to difficulty in ensuring that the master schedule includes a spectrum of course offerings to allow an opportunity for all students to demonstrate mastery. Root Cause: Student transition from elementary along with a pending transition to high school, plus acceleration of students requires a creative scheduling.
Student Achievement
Problem Statement 1: Staff members are being required to work longer hours and be prepared for a myriad of instructional delivery methods Root Cause: Attendance continues to be lower due to the impacts of COVID-19.
Curriculum, Instruction, and Assessment
Problem Statement 2: Student learning styles vary significantly, and teachers need more professional development on incorporation of multiple learning styles into instruction. Root Cause: Technology is a driving factor in students' lives; incorporation of projects that include relevancy for students should increase.
School Context and Organization
Problem Statement 1: Due to the education gap experienced, schools are needing now more than ever to be creative in finding solutions for academic interventions during the day. Root Cause: The ever changing landscape due to COVID-19 coupled with a decrease in parent involvement is increasing the educational gap.

Goal 1: Brady Middle School will provide opportunities for academic excellence through diverse opportunities to earn the percentage of students in Grades 6-8 who receive "Meets" and "Masters" on each STAAR exam increases by 10% by the 2022-2023 school year. Brady ISD Goal #2- All students in grades 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.

Performance Objective 2: By August 2022, Brady Middle School will implement project-based learning and incorporate STEM Fluency Skills at a minimum of 50% capacity for all subjects.

Evaluation Data Sources: Lesson plans, Projects, Walkthrough Observations, TEKS

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development, substitutes, and supplies for improvement/enrichment in ELAR, Science, Math, and Social Studies, including advanced technology (i.e. iPads and Chromebooks). Strategy's Expected Result/Impact: Improved overall averages and improved performance on State Assessments Staff Responsible for Monitoring: Principal, Reg XV Staff, Mentor Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Computer Supply - Local Funds - \$2,000, Teaching Supplies - Local Funds - \$14,000, Copiers/Paper - Local Funds - \$4,745, Advanced Technology - Calculators - ESSER III - \$15,948, Robotics Supply - Local Funds - \$500, Student Chromebooks - ESSER III - \$45,000, Kessler Science - Local Funds - \$897, Computer Class Supplies - State Compensatory Education - \$1,500, MS Office and Pupil Supply - Local Funds - \$3,000, Advanced Technology - iPads & Cases - ESSER III - \$16,000, Staff Development - Title II, Part A (TPTR) - \$2,000, Classroom Novels - Local Funds - \$1,200	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will increase knowledge through professional development to support implementation of STEM TEKS and project-based learning with a focus on critical thinking skills to reach learning styles of all students, including SpEd, at-risk, 504, and GT populations. Strategy's Expected Result/Impact: Active engagement in learning Staff Responsible for Monitoring: Principal, Assistant Principal, All Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Substitutes - Local Funds - \$500, Project Based Learning Professional Development - ESSER III - \$3,000, Staff Travel - Local Funds - \$500	Formative			Summative
	Oct	Mar	May	June
				

Strategy 3 Details		Reviews			
Strategy 3: Build an interactive, inviting library space for students to delve into learning, reading, and technology through and immersive experiences and hands-on learning. Strategy's Expected Result/Impact: Students will become invested in the act of learning through integration of a maker-space/technology in the library. Staff Responsible for Monitoring: Principal Assistant Principal Librarian Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Library Redesign - ESSER III - \$30,000, Nonconsumable Book Repair and Supply - Local Funds - \$150, Magazines and Periodicals - Local Funds - \$400, Library Books - Local Funds - \$3,600		Formative			Summative
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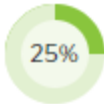

Performance Objective 2 Problem Statements:






Demographics
Problem Statement 1: The broad range of student abilities that BMS supports contributes to difficulty in ensuring that the master schedule includes a spectrum of course offerings to allow an opportunity for all students to demonstrate mastery. Root Cause: Student transition from elementary along with a pending transition to high school, plus acceleration of students requires a creative scheduling.
Curriculum, Instruction, and Assessment
Problem Statement 2: Student learning styles vary significantly, and teachers need more professional development on incorporation of multiple learning styles into instruction. Root Cause: Technology is a driving factor in students' lives; incorporation of projects that include relevancy for students should increase.

Goal 1: Brady Middle School will provide opportunities for academic excellence through diverse opportunities to earn the percentage of students in Grades 6-8 who receive "Meets" and "Masters" on each STAAR exam increases by 10% by the 2022-2023 school year. Brady ISD Goal #2- All students in grades 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.

Performance Objective 3: All students will have access to curriculum, creativity, and communication through digital platforms by August of 2022.

Evaluation Data Sources: Digital technology proficiency, walkthroughs, communication methods, lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate instructional technology programs in all core subjects based instruction and software will address the needs of differentiated learners, including but not limited to Kahoot, iCivics, IXL, Quill.org, Quizlet.com, Science Fusion, Google Classroom, & Think Central.</p> <p>Strategy's Expected Result/Impact: Not only does instructional technology provide differentiated instruction, but it provides an incentive and motivation for students to learn in an alternate way. The impact will be improved motivation, which will - in turn - improve behavior, grades, attendance, and scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers PEIMS Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Technology 1</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for new and existing digital platforms will be available for all staff.</p> <p>Strategy's Expected Result/Impact: By training teachers on how to use technology, they will be more comfortable with incorporating devices and platforms into their lesson planning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 3 Details		Reviews			
Strategy 3: Purchase additional hardware for both staff and students (i.e. touchscreen televisions, Chromebooks, monitors) to support the continually changing setting of technology in the 21st Century. Strategy's Expected Result/Impact: Students will be able to use equipment easier and have access to curriculum and subscriptions more readily. Staff Responsible for Monitoring: Principal, AP, Technology Director, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Technology 1		Formative			Summative
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Performance Objective 3 Problem Statements:

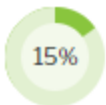
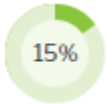




Curriculum, Instruction, and Assessment
Problem Statement 2: Student learning styles vary significantly, and teachers need more professional development on incorporation of multiple learning styles into instruction. Root Cause: Technology is a driving factor in students' lives; incorporation of projects that include relevancy for students should increase.
Technology
Problem Statement 1: Based on the Needs Assessment, our biggest need is in the area of newer hardware. Root Cause: Classroom computers, iPads, projectors, and document cameras are outdated and, in some instances, non-replaceable. To solve this issue, a projected timeline of completion and more money needs to be budgeted for technology to help fund the replacement of outdated equipment.

Goal 2: By the 2022-2023 school year, Brady Middle School will increase communication and alignment with both the elementary and high school campuses by to promote success in transition from both campuses. Brady ISD Goal #4- The percentage of Brady High School students participating in AP and/or Dual Credit courses will increase from 10% to 25% by 2022.

Performance Objective 1: By the end of the 2021-2022 school year, Brady Middle School will provide monthly opportunities for teachers and administrators to converge to support transitions among campuses and discuss RTI processes.

Evaluation Data Sources: RTI notebooks, strategies, and documents, vertical alignment meetings, curriculum documents, IEPs, inclusion schedules

Strategy 1 Details	Reviews			
Strategy 1: Brady Middle School will assist in transition between 5th and 6th grades by providing 5th grade students the opportunity to tour the campus, see campus operations, meet the faculty, and select desired courses. Strategy's Expected Result/Impact: Allowing students the opportunity to tour the campus will ease concerns stemming from the changes in structure from the elementary campus to the middle school campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS Coordinator, Teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Brady Middle School administrators will coordinate and facilitate vertical alignment meetings with the lower and upper campuses to create a virtually seamless transition between grade level content areas. Administrators will ensure that TEKS Resource System and supplemental curriculum support the advancement of students throughout the grade levels. Strategy's Expected Result/Impact: Through vertical alignment and communication among campuses, teachers will be able to continue content distribution with minimal reteach, creating more successful pacing and overall achievement for students. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: Administrators will actively attend ARD meetings and staffings for 5th grade students throughout the year and encourage high school to attend 8th grade meetings to prepare for scheduling and future goals. Fifth grade special education students are also given a transitional preview to the campus during the summer. Strategy's Expected Result/Impact: Special Education students should feel especially comfortable transitioning among campuses. Fully preparing students for transition reduces anxiety and pressure. Staff Responsible for Monitoring: Principal, Special Education Director Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Brady Middle School will work in conjunction with the Heart of Texas Co-Op and the community mental health resources to coordinate streamlined, effective strategies that assist students in behavioral, educational, and mental growth to support transition. Strategy's Expected Result/Impact: Students at BMS will see growth by 8th grade in multiple areas: behavior, emotion, and academics. We will prepare them with lifelong skills that they can take to high school and beyond. Staff Responsible for Monitoring: Principal, AP, Special Education Director, HOT Coop Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
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Performance Objective 1 Problem Statements:



Demographics
Problem Statement 1: The broad range of student abilities that BMS supports contributes to difficulty in ensuring that the master schedule includes a spectrum of course offerings to allow an opportunity for all students to demonstrate mastery. Root Cause: Student transition from elementary along with a pending transition to high school, plus acceleration of students requires a creative scheduling.






Goal 2: By the 2022-2023 school year, Brady Middle School will increase communication and alignment with both the elementary and high school campuses by to promote success in transition from both campuses. Brady ISD Goal #4- The percentage of Brady High School students participating in AP and/or Dual Credit courses will increase from 10% to 25% by 2022.

Performance Objective 2: By August 2022, Brady Middle School will have 100% alignment of the master schedule with Brady High School to include an increased number of CTE course offerings, encouraging CTE involvement, coherent course completers, future industry based certifications, and CCR efforts.

HB3 Goal

Evaluation Data Sources: Master Schedule, CLT meetings, DLT meetings

Strategy 1 Details	Reviews			
Strategy 1: Brady Middle School and Brady High School administration will meet monthly. Strategy's Expected Result/Impact: These meetings will increase the capacity of both campuses to support higher-level learning through alignment of master schedule and maximizing staffing options. Staff Responsible for Monitoring: Principals and Counselors Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Brady Middle School and BHS will coordinate schedules and CTE priorities to bring CTE principles courses to the middle school during the 2022-2023 school year. Strategy's Expected Result/Impact: This will assist with fostering coherent course completers, future industry based certifications, and CCR efforts. Staff Responsible for Monitoring: Principals, Counselors Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Mar	May	June
				

Strategy 3 Details		Reviews			
Strategy 3: Brady Middle School will share informative presentations to 8th graders regarding CTE options, pathways, and graduation requirements during the Spring semester. Strategy's Expected Result/Impact: Students will be able to effectively analyze the possibilities of their futures and make educated decisions about their pathways prior to entering high school. Staff Responsible for Monitoring: Principals and Counselors Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Problem Statements: Demographics 1 Funding Sources: CCMR - Career/Technology Education - \$2,000		Formative			Summative
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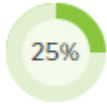
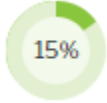
Performance Objective 2 Problem Statements:

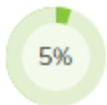


Demographics
Problem Statement 1: The broad range of student abilities that BMS supports contributes to difficulty in ensuring that the master schedule includes a spectrum of course offerings to allow an opportunity for all students to demonstrate mastery. Root Cause: Student transition from elementary along with a pending transition to high school, plus acceleration of students requires a creative scheduling.







Goal 3: By the end of the 2021-2022 school year, Brady Middle School will provide a positive and safe learning experience for staff and students that supports retention and increased enrollment. BISD Goal #5 - The percentage of staff/teacher/administrators' retention rate will increase from 75% to 95% by 2022.

Performance Objective 1: By May 2022, the number of disciplinary incidents measured by PEIMS will decrease by 50% from the 2020-2021 school year through an increase of positive behavior efforts at Brady Middle School to ensure school safety and a positive learning environment.

Evaluation Data Sources: PEIMS Records, Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: Implement Positive Behavioral Interventions and Supports for improvement, attendance, grades, and character through the Live School school-wide program and Classroom Management Behavior Systems. Strategy's Expected Result/Impact: Improvement in overall in campus behavior, climate and safety while serving student groups equally, improving attendance rates, stop dropouts, graduation rates @ 100%, and continued success on all assessments. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Student Incentives - Local Funds - \$3,000, Live School - RLIS - \$2,670	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Participate in the Choosing the Best, a sex-education program, and Character Strong, a Social-Emotional Learning Program to students. Strategy's Expected Result/Impact: Pregnancy rates, surveys, mental health success rates Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Choosing the Best - ESSER III - \$1,531.88, Character Strong - ESSER III - \$4,596.44	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Participate in the Drug Free School week (Red Ribbon Week) along with a Drug Free Program; Participate in Alcohol & Drug Awareness Council of the Concho Valley Program. Strategy's Expected Result/Impact: Student knowledge of drug awareness in class discussion, Drug Testing Results Staff Responsible for Monitoring: Student Council & Sponsor Principal Science Teachers Teachers/Staff Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Safe and Drug Free Assembly - Local Funds - \$200	Formative			Summative
	Oct	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Participate in internet safety, social media safety, and digital citizenship programs throughout the year. Strategy's Expected Result/Impact: Increased understanding, awareness of internet/cell phone safety along with understanding social media and relationship impacts. Staff Responsible for Monitoring: Principal Homeroom teachers Counselor Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Include grade level counseling sessions in each grade level to promote positive communication. Strategy's Expected Result/Impact: Counseling sessions will provide students with the necessary social-emotional skills that promote positive communication and self-advocacy. Staff Responsible for Monitoring: Principal Counselor All teachers Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Counselor - Title I, Part A - \$59,719.42, Counselor Meals - Local Funds - \$140, MS Counselor Supply - Local Funds - \$750, Counselor Travel/Reimbursement - Local Funds - \$600, Nonconsumable Supply - Counselor - Local Funds - \$250	Formative			Summative
	Oct	Mar	May	June
				



Strategy 6 Details		Reviews			
Strategy 6: Empower students to document and report incidents of harassment (bullying and sexual) prevention. Strategy's Expected Result/Impact: Students will learn self-advocacy and empowerment. Furthermore, the overall safety and climate of the student body will increase. Staff Responsible for Monitoring: Principal Asst. Principal Counselor All Teachers All Students All Parents STOPit Alert Management System Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Mar	May	June
					
Strategy 7 Details		Reviews			
Strategy 7: DAEP services will be assigned as needed by BMS, and a full-time DAEP teacher will be provided by BISD. Strategy's Expected Result/Impact: Improvement in overall in campus behavior, climate and safety while serving student groups equally, improving attendance rates, stop dropouts, graduation rates @ 100%, and continued success on all assessments. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title I, Part A - \$28,785		Formative			Summative
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



Goal 3: By the end of the 2021-2022 school year, Brady Middle School will provide a positive and safe learning experience for staff and students that supports retention and increased enrollment. BISD Goal #5 - The percentage of staff/teacher/administrators' retention rate will increase from 75% to 95% by 2022.

Performance Objective 2: By May 2022, Brady Middle School will maintain a dropout rate of less than 1% for all students and student populations to support a completion rate of at least 98.5% at Brady ISD.

HB3 Goal

Evaluation Data Sources: PEIMS Records


Strategy 1 Details	Reviews			
Strategy 1: College planning sessions will be held for students and including college field trip(s), guest speakers, & Education! Go Get It! Week(s) for 6-8. Brady Middle School will also inspire college and career enthusiasm by wearing college shirts weekly. Strategy's Expected Result/Impact: Class & school activities & research assignments. Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: College Field Trips - Local Funds - \$500	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide tutorial time before, during and after the school day for students at risk for failing core subject areas and for students experiencing difficulty mastering any of the state standards. Strategy's Expected Result/Impact: Improvement in students grades & state assessments. Staff Responsible for Monitoring: All Teachers/Paras ACE Program Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				





Strategy 3 Details	Reviews			
Strategy 3: Identify and inform homeless and/or migrant students of services provided by the District. Strategy's Expected Result/Impact: Number of homeless and migrant identified Staff Responsible for Monitoring: Principal PIEMS Director Parent Liaison Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Help Kids Supply - Local Funds - \$400	Formative			Summative
	Oct	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Actively contact parents concerning student absences through School Messenger, home visits by principals, parent liaison and phone calls. Strategy's Expected Result/Impact: Decrease in absences by six weeks Staff Responsible for Monitoring: Principal, Asst. Principal, Attendance Clerk, Parent Liaison, SRO Officer, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Re-evaluation guidelines for Special Education will be followed. Strategy's Expected Result/Impact: Yearly ARD evaluations will show educational growth Staff Responsible for Monitoring: Special Education Teachers Regular Education Teachers HOT Diagnostician Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 3: By the end of the 2021-2022 school year, Brady Middle School will provide a positive and safe learning experience for staff and students that supports retention and increased enrollment. BISD Goal #5 - The percentage of staff/teacher/administrators' retention rate will increase from 75% to 95% by 2022.

Performance Objective 3: High quality and certified professionals will teach 100% of classes at Brady Middle School, and develop their craft through on and off campus professional development throughout the year.

Evaluation Data Sources: Six Weeks Grades, Unit Tests, Benchmarks, STAAR. STAAR Alt

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership committees are established to support the growth of teachers at BMS and influence campus decisions. Teachers will meet in PLCs weekly to plan curriculum, assess data, and implement best practice at each grade level in core areas.</p> <p>Strategy's Expected Result/Impact: Leadership committees will be instrumental in continuing to support excellence at all students. PLCs assess data to determine strengths, weaknesses, missed TEKS, and planning.</p> <p>Staff Responsible for Monitoring: Principal, All teachers Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Lead Teacher - State Compensatory Education - \$5,000</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Meaningful, scientific research-based professional development will be provided for all teachers and staff on curriculum using differentiated instruction, T-TESS Orientation for all Teachers, strategies for discipline, SpEd training/orientation, STEM implementation, inclusion support, Eduphoria, & LPAC/ELPS/ELs Training. Substitutes when needed will be provided for staff development</p> <p>Strategy's Expected Result/Impact: Lesson Plans Progress reports, Report Cards Six Week Unit Tests Benchmarks State Assessments</p> <p>Staff Responsible for Monitoring: Principal, AP ESC Staff, Instructional/Piems Director 504/ESL Coordinator All Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Science and Math Stipend - Local Funds - \$6,000, Admin Travel - Local Funds - \$2,000, Admin Dues - Local Funds - \$250</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will recruit qualified staff, and provide all new teachers with a mentor for adequate support.</p> <p>Strategy's Expected Result/Impact: Personnel applications, records, certifications</p> <p>Staff Responsible for Monitoring: Superintendent, Principal Mentor Teachers Lead Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 4 Details	Reviews			
Strategy 4: Utilize ESC services, various workshops, conferences, TEKS Resource System & Lead4ward services to enhance student learning through staff training. Strategy's Expected Result/Impact: Reduction in failure rate and improved performance on state assessments; all faculty will be trained in project-based learning. Staff Responsible for Monitoring: Principal All Staff ESC Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Substitutes - Local Funds - \$500, Staff Travel - Local Funds - \$500	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Positive Behavior Systems are in place to decrease classroom and office referrals. Strategy's Expected Result/Impact: Improved student discipline as documented in PEIMS Staff Responsible for Monitoring: Principal & AP All Classroom Teachers & Staff Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: Student Incentives - Local Funds - \$3,000	Formative			Summative
	Oct	Mar	May	June
				
Strategy 6 Details	Reviews			
Strategy 6: By May 2022, Brady Middle School will complete all required drills. All teachers will be trained in systems, processes, and procedures for each drill, and required documentation will be kept on file. Escape routes will be posted in all rooms and hallways. Strategy's Expected Result/Impact: Students and teachers will know the processes to enforce and follow if an emergency arises. Staff Responsible for Monitoring: Principal, AP, Counselor, Nurse, All Staff Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 3 Problem Statements:












Demographics
Problem Statement 1: The broad range of student abilities that BMS supports contributes to difficulty in ensuring that the master schedule includes a spectrum of course offerings to allow an opportunity for all students to demonstrate mastery. Root Cause: Student transition from elementary along with a pending transition to high school, plus acceleration of students requires a creative scheduling.
Student Achievement
Problem Statement 1: Staff members are being required to work longer hours and be prepared for a myriad of instructional delivery methods Root Cause: Attendance continues to be lower due to the impacts of COVID-19.
School Culture and Climate
Problem Statement 1: There has been a notable decrease in active participation in the learning process from data sources such as discipline referrals, failure lists, and tutorial list Root Cause: The instability created by COVID-19 has fostered an uncertain educational environment for students which has impacted student buy-in for the learning process and decreased opportunities for staff to build authentic relationships with students.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Maintaining equitable student/teacher ratio while increasing course offerings to meet the needs of students has become increasingly difficult Root Cause : Recruiting highly qualified teachers when vacancies occur has become a problem for education across the state. Problem Statement 2: Minimal business opportunities exist to bring teachers and their families to our area. Root Cause: Childcare as well as an overall lack of business opportunities are issues that deter families from moving to or staying in Brady.
Curriculum, Instruction, and Assessment
Problem Statement 2: Student learning styles vary significantly, and teachers need more professional development on incorporation of multiple learning styles into instruction. Root Cause: Technology is a driving factor in students' lives; incorporation of projects that include relevancy for students should increase.

Goal 4: Brady Middle School will maximize parental and community involvement opportunities to increase success rates and involvement by May of 2022.

Performance Objective 1: By May of 2022, at least 98% of all students, parents, and/or family members will participate in at least on academic activity for/with their child(ren).

Evaluation Data Sources: School records indicate that at least 98% of students, parents/family members participated in partnership in education opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Continue development and growth of the PATS organizations (Parents and Teachers for Students). Strategy's Expected Result/Impact: Increased volunteerism & parent involvement using media sources Staff Responsible for Monitoring: Principal CIP Team Parents All Teachers/Staff Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: Parental Involvement - Local Funds - \$500	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold a meeting for each grade level (6-8) for parents to receive information to prepare their child for the new school year, including schedule pick-up, meet the teacher, Student Handbook, parent involvement opportunities, Parent Involvement Policy, and Title I/ESSA Policies. Strategy's Expected Result/Impact: Increased number of parents involved in education opportunities Staff Responsible for Monitoring: Principal All Staff BMS-CIP Team PATS Parent Liaison Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: BMS will hold an annual parent involvement presentation at Meet the Teacher for all parents. Strategy's Expected Result/Impact: Increased awareness of parent involvement Staff Responsible for Monitoring: Staff Parents Principal AP Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Brady Middle School will encourage parents to go up to the school to pick up the student report cards after the end of the first six weeks. Strategy's Expected Result/Impact: This provides for individual parent/teacher conferences for all students. Staff Responsible for Monitoring: Principal Asst. Principal All Staff Parent Liaison Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Hold parent meetings to discuss higher education opportunities, including grants, admission and financial aid information, and the need for making informed curriculum choices. BMS will hold Education: Go, Get It! Week, and the BMS counselor will meet with students throughout the year in group sessions. Strategy's Expected Result/Impact: Increase parental & student awareness of educational opportunities available for their child(ren) & themselves Staff Responsible for Monitoring: BMS Counselor BHS Counselor All Teachers/Staff Principal/AP Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





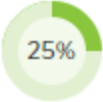
Parent and Community Engagement







Problem Statement 1: The PATS Organization can always use new members to support involvement. **Root Cause:** COVID-19, parent schedules, and the lack of understanding the importance of this organization all contribute to a low membership.

Goal 4: Brady Middle School will maximize parental and community involvement opportunities to increase success rates and involvement by May of 2022.

Performance Objective 2: Brady Middle School will communicate and work with parents/guardians to improve campus attendance and failure rates.

Evaluation Data Sources: Communication logs, failure reports, attendance records

Strategy 1 Details	Reviews			
Strategy 1: Construct a written parental involvement policy separate from campus handbook and design a School-Parent Compact outlining how parents, staff, and students will share responsibility for improved academic achievement. Strategy's Expected Result/Impact: Increase of parental awareness in academic progress and performance of students Staff Responsible for Monitoring: Principal Parent Liaison Campus CIP Team Parents Teachers Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Encourage parents to register to view their child's grades through Parent Portal through Ascender. Strategy's Expected Result/Impact: Increase of parental awareness in academic performance of students Staff Responsible for Monitoring: Principal Asst. Principal PIEMS Coordinator All Teachers/Staff All Parents Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use the BMS website, School Messenger, the BMS News, the outside marquee, and social media pages to inform students, staff, and parents of important school happenings. Strategy's Expected Result/Impact: Increase in parental awareness through communication efforts Staff Responsible for Monitoring: Principal Assistant Principal Librarian All Staff Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				

Strategy 4 Details	Reviews			
Strategy 4: Send home a three-week progress report and a six weeks report card for each student. Strategy's Expected Result/Impact: Increases parental awareness Staff Responsible for Monitoring: Principal All Teachers PIEMS Coordinator Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide parents test results, school report cards, newsletters, and other notifications in both English and Spanish, and encourage parents to contact principal/parent liaison to receive assistance with interpreting results. Provide assessment results in a language parents can understand. Strategy's Expected Result/Impact: Increase of parental awareness in academic progress Staff Responsible for Monitoring: Principal, Asst. Principal Parent Liaison Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Level Assessment		\$125.00
1	1	4	School Datebooks		\$1,500.00
1	1	4	Maneuvering the Middle Licenses		\$1,400.00
1	1	8	Writer's Workshop - Patterns of Power		\$200.00
1	1	12	Robotics Staff Travel		\$500.00
1	1	12	UIL Fees		\$500.00
1	1	12	UIL Travel		\$1,500.00
1	1	12	Contracted Services		\$500.00
1	1	12	UIL Supply		\$2,200.00
1	1	12	Robotics Travel		\$1,000.00
1	1	12	UIL Meal Deals		\$750.00
1	1	12	UIL Sponsors		\$10,000.00
1	1	12	Robotics Dues		\$500.00
1	1	12	UIL Rentals		\$500.00
1	2	1	Computer Supply		\$2,000.00
1	2	1	Teaching Supplies		\$14,000.00
1	2	1	Copiers/Paper		\$4,745.00
1	2	1	Robotics Supply		\$500.00
1	2	1	Kessler Science		\$897.00
1	2	1	MS Office and Pupil Supply		\$3,000.00
1	2	1	Classroom Novels		\$1,200.00
1	2	2	Substitutes		\$500.00
1	2	2	Staff Travel		\$500.00
1	2	3	Nonconsumable Book Repair and Supply		\$150.00
1	2	3	Magazines and Periodicals		\$400.00
1	2	3	Library Books		\$3,600.00
3	1	1	Student Incentives		\$3,000.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Safe and Drug Free Assembly		\$200.00
3	1	5	Counselor Meals		\$140.00
3	1	5	MS Counselor Supply		\$750.00
3	1	5	Counselor Travel/Reimbursement		\$600.00
3	1	5	Nonconsumable Supply - Counselor		\$250.00
3	2	1	College Field Trips		\$500.00
3	2	3	Help Kids Supply		\$400.00
3	3	2	Science and Math Stipend		\$6,000.00
3	3	2	Admin Travel		\$2,000.00
3	3	2	Admin Dues		\$250.00
3	3	4	Substitutes		\$500.00
3	3	4	Staff Travel		\$500.00
3	3	5	Student Incentives		\$3,000.00
4	1	1	Parental Involvement		\$500.00
Sub-Total					\$71,257.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Counselor		\$59,719.42
3	1	7			\$28,785.00
Sub-Total					\$88,504.42
Title II, Part A (TPTR)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Staff Development		\$2,000.00
Sub-Total					\$2,000.00
RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Interventionist		\$3,700.00
3	1	1	Live School		\$2,670.00
Sub-Total					\$6,370.00

Career/Technology Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	CCMR		\$2,000.00
Sub-Total					\$2,000.00
Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$279.00
Sub-Total					\$279.00
ESL Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	ESL Certification		\$275.00
1	1	11	ESL Supplies		\$100.00
1	1	11	ESL Stipend		\$7,000.00
Sub-Total					\$7,375.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	GT Training		\$300.00
1	1	9	GT Field Trips		\$200.00
Sub-Total					\$500.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Aide Summer Extra Duty		\$4,800.00
1	1	7	Summer School Teachers		\$6,000.00
1	1	7	Saturday School		\$4,000.00
1	1	7	ACE - Extended Day Staff		\$24,000.00
1	2	1	Computer Class Supplies		\$1,500.00
3	3	1	Lead Teacher		\$5,000.00
Sub-Total					\$45,300.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Dyslexia Resources		\$1,000.00

Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Special Education Supplies		\$850.00
1	1	3	Self Contained Supplies		\$850.00
1	1	3	Self Contained Travel		\$200.00
Sub-Total					\$2,900.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Forde- Ferrier STAAR		\$800.00
1	1	4	Mentoring Minds - Math		\$870.00
1	1	4	Think-Up Reading		\$870.00
1	1	6	Reading and Math Intervention		\$30,000.00
1	1	7	Extended Day Tutorials		\$9,000.00
1	2	1	Advanced Technology - Calculators		\$15,948.00
1	2	1	Student Chromebooks		\$45,000.00
1	2	1	Advanced Technology - iPads & Cases		\$16,000.00
1	2	2	Project Based Learning Professional Development		\$3,000.00
1	2	3	Library Redesign		\$30,000.00
3	1	2	Choosing the Best		\$1,531.88
3	1	2	Character Strong		\$4,596.44
Sub-Total					\$157,616.32
Grand Total					\$384,101.74

Addendums