

**Spring Independent School District
Bammel Middle School
2022-2023 Campus Improvement Plan**

Accountability Rating: C



Board Approval Date: September 13, 2022
Public Presentation Date: September 8, 2022

Mission Statement

Our mission is to create a safe environment where all students' academic, emotional, and social needs are nurtured and developed. Our focus, through a partnership of students, families, staff and community, is to ensure that every student has the capacity to build a strong academic and social foundation, in order to transition into a successful high school student and responsible member of the community. We will provide a system of learning that is characterized by:

- A rigorous and relevant curriculum for all students.
- A culture of learning, emphasizing high expectations for all students, staff and parents.
- A caring professional staff leading students to maintain healthy relationships and make positive life choices.
- A community focused on accountability, assessment and achievement for all stakeholders.
- Resources and opportunities to maximize student achievement and potential.

Vision

Together, through active partnerships with families and the community, we at The School for International Studies at Bammel Middle are committed to preparing students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners. We strive to inspire and empower all students to evolve, both academically and socially, in our global society.

Core Beliefs

Our core values drive how the school community acts. The school community is made up of all individuals who have a stake in The School for International Studies at Bammel Middle. This includes students, teachers, parents, staff and other interested community members. Our school community strives to embody these core values and have PRIDE in all that we do to make a difference in our global society.

CORE VALUES

Positivity: *Have a growth mindset*

- We are optimistic about the world around us and always try to make the best out of any situation.

Respect: *Listen and speak with awareness*

- We value diverse perspectives, treating others considerately.

Integrity: Do what's right when no one's looking

- We are always honest, thoughtful and accountable for our decisions.

Discipline: Practice daily diligence

- We embrace a focused attitude of self-control that radiates with our actions, thoughts and behaviors.

Excellence: *Continue to grow and improve*

- We strive together to be the best we can be by going above and beyond.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The School for International Studies at Bammel Middle is a PK- Eighth grade Title I campus built in 1971 in Spring ISD located in Houston, Texas. The School for International Studies at Bammel Middle was the second middle school in the district named after the Bammel community whose namesake was Charley Bammel. Spring ISD is located 20 miles north of central Houston. Spring ISD is a diverse district that educates nearly 40,000 students. The district's 40 campuses include 26 elementary campuses, 9 middle campuses, and 5 high campuses. The district's ethnic composition is 49% Hispanic, 40% African-American, 9% White, and 3% Asian. The district currently has a strong focus on literacy, advanced academics, special education, performing and visual arts, and teacher development.

The School for International Studies at Bammel Middle ended the 2021-2022 school year with 878 scholars. The demographics of the campus was approximately 60% African-American, 35% Hispanic, 1% White, and 1% Asian which included students in both neighborhood community and multi-dwelling residences. Through the lens of student populations, our campus consisted of 24% English Learners, 14% Special Education, 96% Economically Disadvantaged, 83% At-Risk, and 3% Gifted and Talented. We ended the school year with a cumulative attendance rate of 92.4% compared to 89.4% the prior year. Discipline infractions were compared with 2019-2020 school year as opposed to the 2020-2021 which was significantly low due the in-person student enrollment. Then number of discipline infractions were decreased by 415 at the end of the 2021-2022. Bammel serves a very diverse population of students with specific supports in place for EB (Emergent Bilinguals), Gifted & Talented, Special Education and Economically Disadvantaged students along with Community in Schools.

The staff consisted of professionals and paraprofessionals whose ethnic composition reflected the student population. Of the 89 faculty and staff members on campus, 73% were female and 27% were male. The teachers on staff ranged from 0-30 years of experience. All teachers were certified by the State of Texas and considered highly qualified by federal standards. To support our campus needs, we had a Title I funded Literacy Coach, Media Specialist, and 2 teachers, as well as, a Student Support Specialist, who supported Response to Intervention (RtI) and At-Risk indicators for the campus, funded through State Compensatory Education funds.

Demographics Strengths

The School for International Studies at Bammel Middle has many strengths. Some of the most notable strengths include:

1. The ethnic composition of students and staff is diverse and reflective of the community.
2. At the beginning of the year, 100% of the teachers were certified and met the highly qualified federal standards.
3. Over 70% of the teaching staff has more than 3 years of teaching experience.
4. As a campus we are identifying and supporting at-risk students earlier due to screening.
5. We adopted the SEL 7 Mindsets program to address and support student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Learning

Student Learning Summary

Texas provides annual academic accountability ratings to its public school districts, charters, and schools. The ratings are based largely on performance on state standardized tests and graduation rates. The ratings examine student achievement, student progress, efforts to close the achievement gap, and post-secondary readiness.

- Domain 1: Student Achievement - 52
- Domain 2: School Progress, Part A - 72
- Domain 2: School Progress, Part B - 56
- Domain 3: Closing the Gaps - 71

Performance in the domains resulted in Bammel being identified as a "comprehensive support and progress school" by the Texas Education Agency.

The overall campus score is a 72 scaled score which is a campus overall rating of C.

TELPAS Data:

- 2022 Reading Proficiency Scores: Beginning 33.98%, Intermediate 40.29%, Advanced 15.53%, Advanced High 10.19%
- 2022 Writing Proficiency Scores: Beginning 11.6%, Intermediate 29.13%, Advanced 37.86%, Advanced High 19.9%
- 2022 Speaking Proficiency Scores: Beginning 34.47%, Intermediate 43.2%, Advanced 20.87%, Advanced High 1.46%
- 2022 Listening Proficiency Scores: Beginning 13.59, Intermediate 27.67%, Advanced 26.21%, Advanced High 35.52%

Lower/Same Level	Yearly Progress Indicator			TELPAS Composite Rating				
	1 Level Higher	2 Levels Higher	3 Levels Higher	No Rating	Beginning	Intermediate	Advanced	Advanced High
78.15%	21.85%	0%	0%	3.40%	9.22%	54.37%	25.73%	7.28%

The TELPAS Yearly Progress data reflects that 78.15% of EB students remained at the same language proficiency level for the 2021-22 school year and 21.85% demonstrated one level of language proficiency growth. Based on the 4 language proficiency levels that are assessed, the Speaking Domain had the least growth with only 1.46% of EB students scoring at the advanced high level. Based on this data, training teachers in Habits of Discussion and additional support for students via the ELLA course and intervention course for long-term EB students will play a significant role in increasing the TELPAS language domains in listening, speaking, reading, and writing.

MAP Data:

MAP - Reading

	BOY	MOY (30%)	EOY (60%)
6th	58%	47%	45%
7th	46%	35%	31%

8th 47% 43% 47%

Based on the MAP Reading data, there was a decrease from MOY to EOY in Grade 6 and Grade 7. MAP Reading data indicated there was a slight increase from MOY to EOY in Grade 8.

MAP - Math

BOY MOY (30%) EOY (60%)

6th	41%	34%	29%
7th	36%	30%	21%
8th	42%	38%	45%

Based on the MAP Math data, there was a decrease from MOY to EOY in Grade 6 and Grade 7. MAP Math data indicated there was a slight increase from MOY to EOY in Grade 8.

After reflecting on the 2021 - 2022 MAP data, student achievement was minimal.

Student Learning Strengths

Bammel Middle School has a population of committed staff who want the best for our students. The instructional leaders and teachers accepted new instructional processes and procedures for establishing routines, planning protocols, and interventions in order to promote increased student achievement based on district initiatives. The overall campus rating improved a "F" rating in 2019 -2020 to a "C" rating in 2021 - 2022. The Amplify and Carnegie Curriculum Materials are used consistently in Math and ELA Classrooms. Students can access and interact with materials with little prompting. Bammel had 72% in Domain 2 Part A and 71% in Domain 3 showing significant growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): TIER 1 instruction improved to close some instructional gaps in student learning, however, it was not sufficient for the level of rigor that supports academic achievement at the level required for STAAR. **Root Cause:** Academic gaps exist due to a lack of school experience for some students along with poor attendance, low student engagement, and/or frequent behavior problems.

School Processes & Programs

School Processes & Programs Summary

All curriculum, assessments, and instruction implemented at The School for International Studies at Bammel Middle was aligned to district resources. During the 2021 - 2022 school year, all core content teachers met daily in Professional Learning Communities (PLCs) facilitated by the Instructional Leadership Team. This team included campus administration, team leaders, Digital Learning Coach, Math Coach, and the Science/Social Studies Lead Teacher.

During PLCs, teachers collaborated and engaged in the "See It, Name It, Do It" and "DDAP" (Data Driven Action Planning) protocols to ensure all aspects of the planning process were implemented with fidelity. Teachers utilized Lead4Ward resources, universal screeners, and diagnostic assessments to guide lesson planning and strengthen initial instruction. Teachers engaged in Practice PLC sessions weekly to "At-Bat" their lessons and receive real-time feedback prior to delivering initial instruction to scholars.

The campus administered universal screeners to identify learning gaps and measure progress for students through the RTI (Response to Intervention) process. For reading and math, the district used the **Measures of Academic Progress (MAP)** assessment for all students in grades sixth through eighth. All students identified as needing Rtl support were provided differentiated instruction and interventions through Reading Intervention (ELAR) and Numeracy Enrichment (Math) classes.

As a campus, we participate in district and campus job fairs to attract highly qualified candidates. We build in time to celebrate student and staff successes and incorporate monthly celebrations to enhance campus culture. We will continue to build a collaborative culture where students and staff feel appreciated and involved in campus decisions.

From an organizational perspective, responsibilities are assigned and aligned to instructional leadership strengths. For example, each administrator is assigned a core content area along with other administrative responsibilities. Our campus is organized by grade levels through and alpha-split, being governed by campus administrator, counselor, and secretary who typically remain with the same students for three consecutive years. By doing this, students and leaders are able to build stronger relationships and assist with establishing a sense of belonging for the scholars they serve. Each grade level meets regularly to discuss processes and procedures relevant to their students.

As a campus, we will continue to strengthen our instructional programs. We currently offer before and after school tutorials, small group instruction (during the day), and specialized pull outs for all students including our SPED and English Learners (EL) population. We also offer double-blocked classes for our EL learners in an effort to build language acquisition and knowledge and skills within the ELAR TEKS. Special education scholars receive additional support from SpEd certified teachers in a small group setting. Our campus is very fortunate to have a 21st Century Program that offers academic support for all scholars before and after school. We will continue to incorporate processes and programs aimed to cultivate an environment of socio-emotional learning.

School Processes & Programs Strengths

Bammel Middle School has identified the following strengths:

- Our teachers have a instructional support system (Literacy, Math, and ESL coach, and Student Support Specialist (SSS).
- The 21st Century Program provides additional support for all students during the Summer months and before and after school.
- The 4 main PLCs (Planning, Learning, Practicing and Data) are implemented weekly to strengthen lesson planning and instructional delivery.
- NWEA MAP diagnostic assessments are used to identify learning gaps and to create quality reteach and accelerated instructional plans.
- SEL Lessons (7 Mindsets) will be incorporated to ensure the needs of the "whole child" are being met daily.
- Student and Staff celebrations are incorporated monthly to enhance staff and student culture.
- The Texas Home Learning Curriculum, Amplify 6-8 and Carnegie Math ,were adopted and piloted.
- The campus engaged in a successful campus redesign for blended learning (SAF).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. However, there is a need for adjustments due to the lack of support for teachers implementing high-quality TIER I instruction. **Root Cause:** There was more of a focus on TIER 2 and TIER 3 instruction to continuously close learning gaps and teachers did not have adequate opportunities to connect the curriculum and/or training provided to make instructional decisions based on the data and effective implementation of the level of rigor needed for initial and direct instruction for all student populations.

Problem Statement 2 (Prioritized): Teachers did not have enough support around differentiated instruction. **Root Cause:** The instructional support system team placed more emphasis on closing the gaps rather than on ensuring teachers had a strong understanding of how to scaffold during Tier I instruction in order to make learning accessible to all.

Perceptions

Perceptions Summary

The vision of Bammel Middle School is to establish a premier learning community that is known for quality instruction and exemplary programs that develop well-rounded scholars. To fulfill the vision, our mission is to provide a safe, engaging learning environment where high expectations develop scholars who think critically, communicate effectively and contribute positively to the global society.

Bammel has experienced inconsistencies in school perception ratings, but remains committed to making this campus a premier learning community. Over the past year, Bammel worked hard to create and sustain a positive perception by participating in an innovative redesign process. Bammel took steps to intentionally engage the community around perception, redesign a PK-8 campus, pilot and adopt the Texas Home Learning high quality curriculum, and recruit and retain a staff of strong leaders and teachers to improve instructional quality.

Consequently, Bammel Middle is excited about the transition to a PK-8 campus next year. An open house was held in May, 2022, to showcase primary classrooms and plans for our immersion dual language program. Parents were able to participate in a Dual Language survey to express their interest in bringing their scholars to the School for International Studies Bammel. Several virtual meetings including Open House, Town-hall meetings and additional parent meetings were held during the 2021-22 school year. There was low-participation, and we understand the importance of getting our school community to buy-in and support the campus's efforts. We will continue our efforts to increase student enrollment for student population, and recruit, develop and retain high quality staff. At least once a year, parent and student surveys are collected and analyzed. Degan teacher leaders serve on leadership teams and campus committees that help us to monitor continuous improvement and gather community input.

Perceptions Strengths

Based on our 2021 - 2022 School Quality Survey the following results were among the highest ranking indicators:

Our students feel that there is a teacher, counselor, or other staff member on campus that they can go for help with a school problem.

*75% - Student Support

Our students feel that teachers set high expectations for all students.

*70% - Academic Support

Our parents feel that families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances.

*69% - Family Involvement

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 47% of our parents and 41% of our students disagreed that discipline is enforced fairly. **Root Cause:** A comprehensive discipline management system was not adequately communicated to all stakeholders to ensure consistent and fair implementation and accountability for students and staff.

Priority Problem Statements

Problem Statement 3: Not all demographic populations have achieved their full potential academically or behaviorally.

Root Cause 3: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 3 Areas: Demographics

Problem Statement 1: TIER 1 instruction improved to close some instructional gaps in student learning, however, it was not sufficient for the level of rigor that supports academic achievement at the level required for STAAR.

Root Cause 1: Academic gaps exist due to a lack of school experience for some students along with poor attendance, low student engagement, and/or frequent behavior problems.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. However, there is a need for adjustments due to the lack of support for teachers implementing high-quality TIER I instruction.

Root Cause 4: There was more of a focus on TIER 2 and TIER 3 instruction to continuously close learning gaps and teachers did not have adequate opportunities to connect the curriculum and/or training provided to make instructional decisions based on the data and effective implementation of the level of rigor needed for initial and direct instruction for all student populations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 2: 47% of our parents and 41% of our students disagreed that discipline is enforced fairly.

Root Cause 2: A comprehensive discipline management system was not adequately communicated to all stakeholders to ensure consistent and fair implementation and accountability for students and staff.

Problem Statement 2 Areas: Perceptions

Problem Statement 5: Teachers did not have enough support around differentiated instruction.

Root Cause 5: The instructional support system team placed more emphasis on closing the gaps rather than on ensuring teachers had a strong understanding of how to scaffold during Tier I instruction in order to make learning accessible to all.

Problem Statement 5 Areas: School Processes & Programs

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

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2023, 70% of students will reach at least Approaches and at least 30% will reach Meets on the Spring 2023 STAAR Reading (6th-8th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (6th-8th) assessment. By June 2023, the achievement gap between student groups will decrease.

Evaluation Data Sources: STAAR Reading; Unit assessments and formal and informal assessments and student work will be used to track and analyze student data.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will use small group instruction-based NWEA MAP and Amplify data in all ELA classes to ensure individual meets of students are met to support an increase in student achievement.</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% of teachers will have implemented small group instruction weekly in their classrooms.</p> <p>Staff Responsible for Monitoring: Campus Administration and Digital Learning Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: SIRIUS Online Middle School Package - 211 Title I, Part A - \$16,920, ELA Title 1 Teacher - 211 Title I, Part A - \$60,500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The Digital Learning Coach will support literacy teachers through team PLCs and through individual coaching to increase understanding and effective implementation of small group instruction.</p> <p>Strategy's Expected Result/Impact: Evidence of small group instruction is seen through lesson plans and walkthroughs for 100% of literacy teachers.</p> <p>Staff Responsible for Monitoring: Administrators will lead PLCs and monitor the implementation of ELAR strategies via Whetstone. Immediate feedback will be provided via Whetstone.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: TIER 1 instruction improved to close some instructional gaps in student learning, however, it was not sufficient for the level of rigor that supports academic achievement at the level required for STAAR. Root Cause: Academic gaps exist due to a lack of school experience for some students along with poor attendance, low student engagement, and/or frequent behavior problems.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students





Performance Objective 2: By June 2023, 70% of students will reach at least Approaches and at least 30% will reach Meets on the Spring 2023 STAAR Math (6th-8th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (6th-8th) assessment. By June 2023, the achievement gap between student groups will decrease.

Algebra I Approaches-75%, Meets-40%, Masters-20%

Evaluation Data Sources: STAAR Math; Unit assessments and formal and informal assessments and student work will be used to track and analyze student data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate Mathia into all math classes to support individual student needs to increase student achievement.</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% of math teachers will implement Mathia weekly in their classrooms.</p> <p>Staff Responsible for Monitoring: Campus administrators and math coach.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title I Math Teacher - 211 Title I, Part A - \$121,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All math teachers will utilize PLCs effectively with support from Math Coach to effectively plan for TIER 1 instruction.</p> <p>Strategy's Expected Result/Impact: STAAR Math Data, Domain 1.</p> <p>Staff Responsible for Monitoring: Administrators and the math coach will monitor PLCs.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- 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: Student Learning 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: General Supplies - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:


Student Learning
<p>Problem Statement 1: TIER 1 instruction improved to close some instructional gaps in student learning, however, it was not sufficient for the level of rigor that supports academic achievement at the level required for STAAR. Root Cause: Academic gaps exist due to a lack of school experience for some students along with poor attendance, low student engagement, and/or frequent behavior problems.</p>
School Processes & Programs
<p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. However, there is a need for adjustments due to the lack of support for teachers implementing high-quality TIER I instruction. Root Cause: There was more of a focus on TIER 2 and TIER 3 instruction to continuously close learning gaps and teachers did not have adequate opportunities to connect the curriculum and/or training provided to make instructional decisions based on the data and effective implementation of the level of rigor needed for initial and direct instruction for all student populations.</p>
<p>Problem Statement 2: Teachers did not have enough support around differentiated instruction. Root Cause: The instructional support system team placed more emphasis on closing the gaps rather than on ensuring teachers had a strong understanding of how to scaffold during Tier I instruction in order to make learning accessible to all.</p>


Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students


Performance Objective 3: By June 2023, 70% of 8th students will reach at least Approaches and at least 30% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.


Evaluation Data Sources: STAAR Science; Unit assessments and formal and informal assessments and student work will be used to track and analyze student data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district's curriculum, the 5E instructional Model, and collaborate with Region 4 and other district-approved resources to assist teachers in the development of best practices specific to 6th-8th Science TEKS.</p> <p>Strategy's Expected Result/Impact: Monitor the development and the implementation of the 5E lesson plan.</p> <p>Staff Responsible for Monitoring: Administrative team will monitor planning during PLC and provide lesson feedback to teachers via Whetstone.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Title I Science Teacher - 211 Title I, Part A - \$60,500, Region IV Gateways to Science - 211 Title I, Part A - \$3,850.50, STEMscopes Texas - 211 Title I, Part A - \$6,019.50</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 1: TIER 1 instruction improved to close some instructional gaps in student learning, however, it was not sufficient for the level of rigor that supports academic achievement at the level required for STAAR. Root Cause: Academic gaps exist due to a lack of school experience for some students along with poor attendance, low student engagement, and/or frequent behavior problems.</p>
School Processes & Programs
<p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. However, there is a need for adjustments due to the lack of support for teachers implementing high-quality TIER I instruction. Root Cause: There was more of a focus on TIER 2 and TIER 3 instruction to continuously close learning gaps and teachers did not have adequate opportunities to connect the curriculum and/or training provided to make instructional decisions based on the data and effective implementation of the level of rigor needed for initial and direct instruction for all student populations.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2023, 70% of 8th students will reach at least Approaches and at least 40% will reach Meets on the Spring 2023 STAAR Social Studies assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Social Studies assessment. By June 2023, the achievement gap between student groups will decrease.

Evaluation Data Sources: STAAR Social Studies; Unit assessments and formal and informal assessments and student work will be used to track and analyze student data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate Habits of Discussion into all social studies classes to foster positive interactions, promote peer to peer feedback, increase scholar dialogue to deepen the scholars understanding.</p> <p>Strategy's Expected Result/Impact: 100% of social studies teachers will implement Habit of Discussion as evidence through walk throughs and lesson plans.</p> <p>Staff Responsible for Monitoring: Administrative team and Digital Learning Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 1: TIER 1 instruction improved to close some instructional gaps in student learning, however, it was not sufficient for the level of rigor that supports academic achievement at the level required for STAAR. Root Cause: Academic gaps exist due to a lack of school experience for some students along with poor attendance, low student engagement, and/or frequent behavior problems.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 50% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance.

Evaluation Data Sources: MAP Reading Assessment; Unit assessments and formal and informal assessments and student work will be used to track and analyze student data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Tier II and Tier III reading intervention courses in Grades 6 - 8 focused on current TEKS and focused on addressing scholars' specific instructional gaps using varied data sources and targeted resources.</p> <p>Strategy's Expected Result/Impact: Decrease in instructional gaps for students receiving Tier II and Tier III intervention support.</p> <p>Staff Responsible for Monitoring: Administrators and the Digital Literacy Coach will monitor intervention support via lesson plans and walkthroughs.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Tutorials - 199 State SCE - State Compensatory Education (PIC - \$1,000, Zingers - Instructional Resource for Tutorials - 211 Title I, Part A - \$6,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Teachers did not have enough support around differentiated instruction. Root Cause: The instructional support system team placed more emphasis on closing the gaps rather than on ensuring teachers had a strong understanding of how to scaffold during Tier I instruction in order to make learning accessible to all.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 50% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance.

Evaluation Data Sources: MAP Math Assessment; Unit assessments and formal and informal assessments and student work will be used to track and analyze student data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Tier II and Tier III math intervention courses in Grades 6 - 8 focused on current TEKS and focused on addressing scholars' specific instructional gaps using varied data sources and targeted resources.</p> <p>Strategy's Expected Result/Impact: During PLC teachers will utilize MAP, Mathia, and Carnegie data to plan lessons that meet the needs of students.</p> <p>Staff Responsible for Monitoring: Administrators and the math coach will support the math team during PLC to plan differentiated lesson to meet the needs of all students.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
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Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: TIER 1 instruction improved to close some instructional gaps in student learning, however, it was not sufficient for the level of rigor that supports academic achievement at the level required for STAAR. Root Cause: Academic gaps exist due to a lack of school experience for some students along with poor attendance, low student engagement, and/or frequent behavior problems.</p>
School Processes & Programs
<p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. However, there is a need for adjustments due to the lack of support for teachers implementing high-quality TIER I instruction. Root Cause: There was more of a focus on TIER 2 and TIER 3 instruction to continuously close learning gaps and teachers did not have adequate opportunities to connect the curriculum and/or training provided to make instructional decisions based on the data and effective implementation of the level of rigor needed for initial and direct instruction for all student populations.</p>





Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2023, the campus attendance rate will improve to a minimum of 94%.

2019 rate: 92% 2020 rate: 95% 2021 rate: 89% 2022 rate: 92%

Evaluation Data Sources: Campus Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The committee will monitor scholar attendance and outline incentives to motivate and reinforce regular scholar attendance. Administrators and the attendance committee members will meet with any scholar that has 2 or more absences in a marking period.</p> <p>Strategy's Expected Result/Impact: There will be an increase of 1.5% from the 2019 attendance rate. Gaps between student groups and grade levels will be closed.</p> <p>Staff Responsible for Monitoring: Administrators and the attendance committee members</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Attendance Incentives - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 1: TIER 1 instruction improved to close some instructional gaps in student learning, however, it was not sufficient for the level of rigor that supports academic achievement at the level required for STAAR. Root Cause: Academic gaps exist due to a lack of school experience for some students along with poor attendance, low student engagement, and/or frequent behavior problems.</p>





Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2023, achievement gaps between student groups will show a decrease.

HB3 Goal

Evaluation Data Sources: Campus Formative Assessments, MAP Data, Benchmark Data, and STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: In a partnership the Multilingual department, all SISB teachers will receive targeted instructional support on utilizing SIOP and ELPS strategies to support EB students.</p> <p>Strategy's Expected Result/Impact: 100% of SISB teachers will utilize ELPS and SIOP strategies during core content instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Digital Learning Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: ELPS and SIOP training materials - 263 Title III, LEP - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure understanding and proper implementation of EB accommodations and modification for all emergent bilingual students.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS proficiency ratings</p> <p>Staff Responsible for Monitoring: Administrators and Digital Learning Coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p> <p>Funding Sources: ESL Aide - 263 Title III, LEP - \$50,000, ESL Clerk - 263 Title III, LEP - \$65,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Bammel teachers with the support of the SPED department chair will use and monitor student accommodations and progress in all classes on a consistent basis.</p> <p>Strategy's Expected Result/Impact: There will be a 10% increase in all subject levels as measured on the 2022 STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administrators and SPED Dept. Chair</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p> <p>Funding Sources: General Supplies - 211 Title I, Part A - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The district's Special Education department will provide targeted instructional coaching on implementing student accommodations and modification in all classrooms.</p> <p>Strategy's Expected Result/Impact: 100% of SISB teachers will be trained on implementing accommodations and modifications for SPED students.</p> <p>Staff Responsible for Monitoring: SPED Chair and campus administrators.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
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



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.</p>
School Processes & Programs
<p>Problem Statement 2: Teachers did not have enough support around differentiated instruction. Root Cause: The instructional support system team placed more emphasis on closing the gaps rather than on ensuring teachers had a strong understanding of how to scaffold during Tier I instruction in order to make learning accessible to all.</p>

Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2023, there will be at least a 10% decrease in discipline referrals for African American students, students served in Special Education, and males particularly for students who belong to more than one of these student groups.

Evaluation Data Sources: Discipline Reports weekly, tri-weekly, and annually through the use of DecisionEd.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bammel Middle School will create a comprehensive discipline plan that incorporates proactive discipline techniques and systems to praise good behavior and alleviate Out of School (OSS) and In-School suspension placements for all subpops including African American males.</p> <p>Strategy's Expected Result/Impact: There will be a decreased in discipline referrals among African American males.</p> <p>Staff Responsible for Monitoring: Administrators and counselors.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	June
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



Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: TIER 1 instruction improved to close some instructional gaps in student learning, however, it was not sufficient for the level of rigor that supports academic achievement at the level required for STAAR. Root Cause: Academic gaps exist due to a lack of school experience for some students along with poor attendance, low student engagement, and/or frequent behavior problems.</p>
Perceptions
<p>Problem Statement 1: 47% of our parents and 41% of our students disagreed that discipline is enforced fairly. Root Cause: A comprehensive discipline management system was not adequately communicated to all stakeholders to ensure consistent and fair implementation and accountability for students and staff.</p>

Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2023, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

Evaluation Data Sources: Family and Community Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will develop a Student and Parent Advisory Committee to get real-time feedback to meet the needs of all the stakeholders within our campus and community.</p> <p>Strategy's Expected Result/Impact: Parent and community will increase within the 2022 - 2023 school and there will be an increase in student community and campus culture seen through surveys and participation in events.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Foster parent engagement through the Parent, Academics, Athletics, and Community Events (PAAC) program which will provide parents with resources in academics, athletics, and community events.</p> <p>Strategy's Expected Result/Impact: Increase in parent and community engagement among all stakeholders for our campus.</p> <p>Staff Responsible for Monitoring: Administrators and Parent Liaison</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics





Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2023, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success.

Evaluation Data Sources: Sign-In sheets
 Agendas
 Impact data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize PBIS Rewards (Positive Behavioral Interventions and Support Program) and Bammel P.R.I.D.E. behavior matrix to increase campus culture and recognize positive student behavior.</p> <p>Strategy's Expected Result/Impact: Increase campus culture and a decrease in OSS/ISS.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: PBIS Incentives - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The guidance counselors will engage students in weekly lessons, academic counseling, mentorship with Blue Panther media, and interact. Additionally, Bammel scholars will be identified for opportunities to demonstrate and practice SEL competencies through the Transitioning Redirecting Our Youth (TROY) project. Teachers will also use the 7 Mindsets curriculum with our students to build strong social-emotional skills.</p> <p>Strategy's Expected Result/Impact: Increase in campus culture and community and a decrease in OSS/ISS placements on campus.</p> <p>Staff Responsible for Monitoring: Administrators and Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: General Supplies - 211 Title I, Part A - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.</p>
Perceptions
<p>Problem Statement 1: 47% of our parents and 41% of our students disagreed that discipline is enforced fairly. Root Cause: A comprehensive discipline management system was not adequately communicated to all stakeholders to ensure consistent and fair implementation and accountability for students and staff.</p>

Goal 5: OPPORTUNITIES -Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain/increase campus enrollment established at October snapshot date (October 28, 2022), the campus will host/connect with the apartment management , homeowners associations, construction management/relators, etc at least 2x/semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT.

Evaluation Data Sources: Enrollment numbers

Strategy 1 Details	Reviews			
<p>Strategy 1: We will increase enrollment by engaging with our community partners where scholars reside. The campus will host a "Love for Literacy" Book Fair Night and give away books and school supplies.</p> <p>Strategy's Expected Result/Impact: 10% of campus enrollment will increase by 2023 which will cause an increase in student attendance. Weekly attendance data, surveys</p> <p>Staff Responsible for Monitoring: Administration, Specialists, Coaches, Attendance Clerk, Registrar, Counselors, SIMS Clerk</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Books - 211 Title I, Part A - \$500, Refreshments - 211 Title I, Part A</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.</p>

Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.

Evaluation Data Sources: 80% of teachers rated proficient or higher will increase on T-TESS. Passport data will be tracked for staff attendance. Eduphoria Professional Development in STRIVE.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each staff member will attend the required Professional Development by May 2023. We will check progress during the first and second semester. By October, 50% of staff attending, 75% of staff attending by December, and by the end of the year, 100% attending.</p> <p>Strategy's Expected Result/Impact: 100% of staff will attend the professional learning requirements, attendance, and surveys for classroom instructional delivery</p> <p>Staff Responsible for Monitoring: Administration, Specialists, Coaches, Team Leaders, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

State Compensatory

Budget for Bammel Middle School

Total SCE Funds: \$40,442.00

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

The campus provides a student support specialist to support students for RTI in Reading and Math, an instructional specialist to support students in Reading and Math, a math coach to support teachers in math instruction to support student achievement and a 21st century coordinator to support students with instruction and enrichment afterschool.

Personnel for Bammel Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bruce Bell	Social Studies Teacher	1
Candace Jackson	Math Coach	1
Catherine Moss	Math Teacher	1
Dr. James Golden	Associate Principal - At Risk	1
Jocelyn Saucedo	ELAR Teacher	1
Julia Dry	Science Teacher	1
Paris Tate	Math Teacher	1
Thaddeus Ledet	Student Support Specialist	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars regarding the challenging state academic standards focusing on students who are failing to or are at risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged, and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revise/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the CNA's development, review, revisions, and approval will be documented in the Committees section of Plan4Learning. The committee and specialized subcommittees will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action.

The district goal is to conduct at least 2 meetings during the 2022-2023 fall semester (July 2022-December 2022) and at least 3 meetings during the 2022-2023 spring semester (January 2023-July 2023).

The School for International Studies at Bammel Middle used academic and nonacademic data from a variety of sources as target indicators to develop a needs assessment. Our academic data came from the results of our end-of-the-year assessments with included MAP Math Growth for math skills, MAP Reading Growth for reading skills, STAAR for reading and math skills in grades 6 – 8, and STAAR for science and social studies in grade 8. Our nonacademic data came from our school enrollment, attendance rates, and surveys from students, parents, and teachers.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders, leadership team members, and district administration. The committee may include additional stakeholders, specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

In order to monitor each objective, we established relevant measures that will be used to acquire data to determine our levels of success. We will also have meetings throughout the year to discuss these results with the CIP committee and amend the presented strategies if they are not yielding desired results. For example, for performance objectives that are related to academic objectives, we will use middle-of-the-year assessments such as checkpoints and benchmarks to determine the percentage of success to our target goals. We will then share this data with our CIP committee in October, December, and March so we can receive feedback to address any goals which have not shown significant desired results.

2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website and weekly newsletter in September. Upon request, an electronic or paper copy will be provided to interested parties. Copies will also be available at the front desk. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option.

2.4: Opportunities for all children to meet State standards

To provide equity, we will be monitoring student groups that our academic data has shown need the most support. The school determines campus-wide reform strategies based on formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and Emergent Bilingual learners. For our overall student achievement score, the special education and non-continuously enrolled students were not able to meet the state targets. To address these gaps, these students will receive accelerated instruction in a small group environment through our intervention specialists and teachers. Next, our school will track the progress of these students through monthly intervention assessments of specific target skills, and analysis of these groups during benchmarks and checkpoints. After analysis, new intervention strategies may be considered to address student needs. Our campus will transform education and improve student outcomes through a high-quality curriculum, blended learning, extended day (21st Century After School Program), high dosage tutoring, diagnostic assessments, and mental health and social resilience.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, Performance Objectives, and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary for a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs.

2.6: Address needs of all students, particularly at-risk

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards. Within the Goals, Performance Objectives, and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At-Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At-Risk” students and student populations and as many as necessary to address the identified needs. All students will be addressed through small group stations, blended learning, and home visits.

Bammel has protocols to identify and service those who are considered at-risk according to the State’s 14 indicators. Primarily, our Student Support Specialist has the responsibility of working with the registrar, counselors, teachers, and administrators to proactively search for those students who meet the required criteria. This information is then documented as part of the student’s cumulative folder. This document is signed by the student’s teachers and administrators so all relevant stakeholders are aware of who these students are. Each student considered at-risk is serviced according to the needs of each indicator. At-risk indicators 1-4 are addressed through academic intervention through intervention specialists and/or through the use of tutorials. Indicators 5 -8 are addressed through periodic counseling and/or behavior plans that can help students succeed with their social and emotional needs. Criteria 10 is addressed through our ESL clerk who continually monitors these students in regards to how teachers use research-based strategies to accelerate instruction. Indicators 12 – 14 are supported by reaching out to outside community services that can provide clothes and coping strategies to address a student’s physical and psychological needs.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The campus improvement committee meets at the end of the year to review and evaluate the strategies for the school year and to ensure everything is complete: align goals, objectives, strategies, and actions which will lead to high levels of performance for all students and student groups, close achievement gaps, and support systematic change. The committee reflects on the necessary adjustments based on data used to evaluate previous activities.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide high-quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child's achievement
- Providing materials and training to help parents work with their children, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement. Our Parent and Family Engagement performance indicators include:

- Increase the percentage of schools with an active PTA or PTO
- Increase the percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

4.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level, we encourage our parents to participate in all enrichment activities as well as academic-focused training and workshops such as Language Acquisition courses, technology training, and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days, Meet the Teacher, Open House, Curriculum Night, Fine Arts programs, and parent workshops.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chemina Hanley	Math Teacher	Title I	1.0
Dorothy Cody	ELA Teacher	Title I	1.0
Linda Bellard	Science Teacher	Title I	1.0
TBD	Math Teacher	Title I	1.0

2022-2023 Campus Advisory Council

Committee Role	Name	Position
Administrator	Shalynnndrea Sterling-Teel	Principal
Classroom Teacher	Jacque Vargas	Band Teacher
Classroom Teacher	Carol Wyatt	Avid Teacher
Paraprofessional	Valeria Phelps	Library Aide
Parent	Huey Phelps	Parent
Parent	Lisa Wilson	Parent
Business Representative	Brett Hightower	Business Representative
Community Representative	Cassie Jackson	Community Member

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$120,745.00
+/- Difference					\$120,745.00
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Tutorials		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$40,442.00
+/- Difference					\$39,442.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SIRIUS Online Middle School Package		\$16,920.00
1	1	1	ELA Title 1 Teacher		\$60,500.00
1	2	1	Title I Math Teacher		\$121,000.00
1	2	2	General Supplies		\$5,000.00
1	3	1	Title I Science Teacher		\$60,500.00
1	3	1	STEMscopes Texas		\$6,019.50
1	3	1	Region IV Gateways to Science		\$3,850.50
1	5	1	Zingers - Instructional Resource for Tutorials		\$6,000.00
1	7	1	Attendance Incentives		\$2,500.00
2	1	3	General Supplies		\$3,000.00
4	1	1	PBIS Incentives		\$5,000.00
4	1	2	General Supplies		\$3,000.00
5	1	1	Books		\$500.00
5	1	1	Refreshments		\$0.00
Sub-Total					\$293,790.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$327,200.00
+/- Difference					\$33,410.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	ELPS and SIOP training materials		\$3,000.00
2	1	2	ESL Aide		\$50,000.00
2	1	2	ESL Clerk		\$65,000.00
Sub-Total					\$118,000.00
Budgeted Fund Source Amount					\$167,200.00
+/- Difference					\$49,200.00
Grand Total Budgeted					\$655,587.00
Grand Total Spent					\$412,790.00
+/- Difference					\$242,797.00