

Brady Independent School District

Brady Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

The 22-23 school year will have approximately 65 eighth graders, 60 seventh graders, and 55 sixth graders. Enrollment is decreasing steadily across the district. The impact of the closing of the sand plants are being felt within the district and the overall economic impact on the community. BMS is looking to expand the elective offerings in the next school year to include high school courses for 8th graders. BMS will offer Robotics, Band, Art, Computer, PE, Athletics, GOAL remedial courses, Spanish, Algebra, Principles of Agriculture, and advanced courses in ELAR and Math. Of the 14 factors that contribute to students earning the distinction of at-risk, students are mainly identified due to STAAR failure, specifically in 5th grade science, 5th and 6th grade ELAR, and 5th grade math. Sixty percent of the student population is male, and 40% is female. Hispanics make up the majority of the population at 48%, with white at 43%. We are above the state average in SPED. The BMS attendance rate for the 2021-2022 SY was 91.74%, which was an all-time low. Attendance needs to improve across the campus.

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 uses Live School to motivate students, and it will continue to be fluid to adapt to student needs. Emerging bilingual students were provided assistance and supplemental instruction through Summit K12, which helps progress their reading, listening, speaking, and writing skills. However, more assistance is needed to focus on test-taking skills and specifics to TELPAS. Students who were unsuccessful in their standardized tests receive remedial classes to close the gap. In the 21-22 SY, BMS had one part time math interventionist, one part time dyslexia interventionist, and two full time paraprofessionals in the Life Skills classroom. All special education students who require inclusion support are scheduled with paraprofessionals to assist them. GT students were served appropriately this year through a daily 30 minute activity period. This period is also used for intervention practices required by HB4545 and various curriculum needs.

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: The special program numbers are staying about same, but since our enrollment is down it appears as an increase of services. BMS shows minimal exit from special programs. **Root Cause:** High percentages are due to enrollment deduction because of community/economic factors combined with lack of intensive intervention.

Student Achievement

Student Achievement Summary

Math and reading continue to show progress from year to year at Brady Middle School. Systems within the school are successful, and a low turnover of teachers is cause for this. Support systems and mentor systems allow teachers to seek help when needed. BMS seeks to not only approach grade level in all categories, but boost the meets and mastery percentages throughout all content areas. Possible reasons for lack of mastery include, but are not limited to: vocabulary, lack of experience/background knowledge, lack of computation skills, and low rigor in new teachers' classrooms. This year, a school-wide writing strategy has helped to improve writing cross-curricularly. BMS utilizes benchmarks, scheduled testing groups, and a mock-standardized testing set up to prepare for successful testing. Teachers continue to use tutorials and extended day instruction as well as activity periods and ACE to close the gaps.

Student Achievement Strengths

The data indicates that all grade levels are at or above state and region averages in most areas. According to TAPR reports, math continues to be an area of strength at BMS. Science and Social Studies in 8th grade are average in comparison to surrounding districts. The students see a great increase in scores from 5th to 6th grade, and in sixth grade in particular, math improved in all subpopulations. The sixth grade students need work to close the gap in reading. Our EB, 504, and Special Education students are scoring lower than their peers in both reading and science. Students are receiving intervention through activity classes, RTI pullouts for reading, and math intervention pull-out programs. Dyslexia students receive daily instruction from a dyslexia interventionist. Low student-teacher ratios help to serve students' needs.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Attendance was lower this year percentage-wise. **Root Cause:** COVID took a toll on our attendance rate due to longer quarantine times and the lack of remote learning options.

School Culture and Climate

School Culture and Climate Summary

Overall, the students and staff feel safe and cared for at Brady Middle School. The climate is conducive for students to learn and be productive. A majority of the students at BMS are involved in extracurricular activities. Students feel motivated to behave and learn because they know teachers care about them and systems are in place that reward positive behaviors and accomplishments. Brady Middle School utilizes Live School and a school store for PBIS to encourage students. A small percentage of students and staff feel that facilities need to be improved. The facilities specifically mentioned by students and staff are the cafeteria food options and the AC in the gym. Surveys indicate that the work environment for the staff is also positive.

School Culture and Climate Strengths

It is clear that expectations exist from both teachers and administration. Students are safe, both physically and emotionally. The counselor has worked to incorporate SEL lessons into the daily routine during activity period. A teen leadership class has created school-wide initiatives, including canned food drives, filling the Blessing Boxes around town, and a “spread kindness” activity. Students are working with the counselors and administration on communication skills, college and career goals, and intrinsic motivation.

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 lists. **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:** School Messenger has hindered the ability to effectively communicate with parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Brady Middle School retention is high due to the expectations and communication of administration. Due to the continued economic decline of Brady caused by the exit of the sand plants and the failure to open any new ones, there is little to no job opportunities to bring families to Brady and keep them here. In order to recruit and retain highly qualified teachers/paraprofessionals, BISD must be more competitive with salaries and benefits (like coverage of relocation costs) to draw in new staff and utilize things like retention bonuses to retain current staff. The board approved a \$500 retention bonus at the beginning of the 21-22 school year, which was extremely helpful. In addition, staff members are struggling to find quality day care for their children while they work, which would be a great perk for young families who come to BISD. In conclusion, BISD is a great place to work with lots of support for current staff. We believe there needs to be a focus placed on trying to draw in more quality staff with the incentives mentioned while simultaneously retaining our best.

Staff Quality, Recruitment, and Retention Strengths

BMS works hard to retain quality teachers and seeks to recruit teachers that are moldable and trainable. 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. Staff attendance is high, BMS is only losing a few due to family matters. The turnover rate at BMS is low due to administration that is dedicated to the success of BMS. The staff works as a team to ensure success.

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.

Eduhero was utilized this year to provide annual compliance training in areas such as suicide prevention, sexual harrassment, bullying, 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 implementening accomodations/modifications. Practicing school safety drills prepares the students and staff in the event of an actual crisis. The district also hired a Mental Health Counselor this year to assist our students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (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.

Problem Statement 2: 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.

Problem Statement 3: The district has had to look to DOI in order to hire some content areas due to lack of certified teachers. **Root Cause:** Recruiting highly qualified teachers when vacancies occur has become a problem for education across the state.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Schools across the nation are still recovering from the effects of COVID- 19 on education.. There has been a shift in attitude within society towards education. BMS has stepped up to meet the challenges and changes in state and district requirements, as well as trying to motivate adults and students to put education as a priority, taking ownership and taking pride in a job well done. The implementation of Live School has helped in giving students a more hands on incentive to work for. Small student – teacher ratios provided teachers a better opportunity to reach all students more effectively, while strengthening students who learn more effectively in a small group settings. Losing GOAL classes this year has had an impact on our struggling students and see the need to reinstate those classes as extra support for our students. Spring tutorials are also provided in an effort to close some of the remaining gaps. The implementation of 4545 during Activity period has been an adjustment and will require some tweaking in the future to utilize the time to be more productive. Writer's Workshop was also added to activity period this year, and ELAR teachers will be implementing it as part of their daily block in the 2022-2023 school year making it more consistent across the grade levels.

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. Next year, the science team will integrate Kesler's Lab to their curriculum. ELAR will be following the TRS scope and sequence, and they will be continuing Writer's Workshop. Math will follow TRS, Maneuvering the Middle, and Carnegie to continue the high success rates. Social Studies will use TRS in conjunction with McGraw-Hill and Exploros 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

BMS has a focus on improvement for each student by 10% on every test. Students track their own learning through their Excellence Plan in each subject. The integration of weekly PLC meetings for core teachers allowed them to break down data specifically to focus on where the gaps were and how to improve. Subpopulations were considered, specific teks missed or improved upon, and how to spiral missed concepts back in were discussed thoroughly. The data reflects that the teachers' instructional design methods are aligned to the assessments, based off their curriculum and TEKS. 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.

Instructional design and delivery is dependent upon both teaching and learning styles. Brady Middle School will continue the push for cross-curricular instructional design and incorporation of project-based instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (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.

Problem Statement 2: House Bill 4545 was incorporated into activity period, and students who did not meet standard on multiple tests had to change instruction at semester. **Root Cause:** The implementation of HB4545 is taxing on schedules, but more creative implementation is possible

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 year, the Veterans Day program was a huge success and raised several proceeds for the PATS organization. The PATS organization, which encourages parental and teacher involvement to help support the needs of BMS students, unfortunately, lacks membership. More parental involvement is needed to support our students.

School Messenger served as the lone communication method (other than phone and email) for the district. The School Messenger system was inaccessible for parents and operated more as an information system than a communication system. The district should look at options to expand communication between the parents, teachers, and students for more effectiveness. 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, CTE/Course Request parent nights, Teacher Appreciation Week, awards assemblies, band concerts, enrollment in the parent/student Ascender portal, and the Brady ISD website. Families and community members are encouraged to become involved in school decisions by parents being able to go to school board meetings, District Site Base 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 weekly 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.

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: 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.

Problem Statement 3: Parents and teachers are not actively or effectively communicating. **Root Cause:** The district-wide communication system does not effectively reach the needs of most teachers or parents.

Technology

Technology Summary

There are currently many strengths on the Brady Middle School campus in regards to technology. Some of those strengths include new staff computers, Quick response for tech help, updated security cameras, and new online curriculum. There are areas that need improvement that include new student computers, new Smartboards or projectors, replacement iPads for out of date iPads, and secure servers for online testing.

Technology Strengths

Many student laptops need to be replaced for functionality and increased usage. Also, BMS is in the process of updating and replacing the projectors and document cameras with Newline displays. At the middle school, the staff has access to laptop computer, projectors, document cameras, and programs such as Eduphoria, Study Island, Discovery Education, IXL, Quill, Kesler Science, XTra Math, Maneuvering the Middle, Summit K-12, and Exploros. Our students have access to laptops in all core classrooms. Teachers and parents have access to Ascender/Parent Portal. The students and teachers have become proficient in using Google Classroom and Google Extensions.

Staff proficiency has improved, but more training in the area of utilizing technology to integrate projects within the classroom is necessary. Hardware updates among all classes will also increase those projects. 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: Teachers are not able to effectively utilize the current technology. **Root Cause:** Outdated computers, projectors, and hardware limit usage and discourage accessibility.

Priority Problem Statements

Problem Statement 1: Minimal business opportunities exist to bring teachers and their families to our area.

Root Cause 1: Childcare as well as an overall lack of business opportunities are issues that deter families from moving to or staying in Brady.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: 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 2: Student transition from elementary along with a pending transition to high school, plus acceleration of students requires a creative scheduling.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Attendance was lower this year percentage-wise.

Root Cause 3: COVID took a toll on our attendance rate due to longer quarantine times and the lack of remote learning options.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There has been a notable decrease in active participation in the learning process from data sources such as discipline referrals, failure lists, and tutorial lists.

Root Cause 4: 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 4 Areas: School Culture and Climate

Problem Statement 5: Student learning styles vary significantly, and teachers need more professional development on incorporation of multiple learning styles into instruction.

Root Cause 5: Technology is a driving factor in students' lives; incorporation of projects that include relevancy for students should increase.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: 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 6: The ever changing landscape due to COVID-19 coupled with a decrease in parent involvement is increasing the educational gap.

Problem Statement 6 Areas: School Context and Organization

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


Goals



Revised/Approved: August 29, 2022


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.

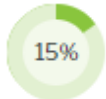
Performance Objective 1: By May of 2023, Brady Middle School will exceed the State Average in assessment performance by all student groups and subpopulations tested, and focus on improvement by each student by 10%.



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: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>	Formative			Summative
	Oct	Mar	May	June
				


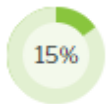




Strategy 2 Details	Reviews			
Strategy 2: Utilize RTI strategies to determine educational needs of students struggling in classrooms both behaviorally and educationally. Strategy's Expected Result/Impact: Decrease in number of referrals Staff Responsible for Monitoring: Principal, Teachers, Sp.Ed Teacher, 504 Coordinator, Dyslexic Coordinator, ACCESS Team, HOT Coop Title I: 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: Demographics 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Dyslexia Supply - Local Funds - \$235, Dyslexia Teacher - ESSER II - \$17,957	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: 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 Funding Sources: SPED Teaching Supplies - Local Funds - \$850, Self Contained Supply - Local Funds - \$850	Formative			Summative
	Oct	Mar	May	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize GOAL Math 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. Incorporate Writing classes into the schedule to assist with reading/editing/revision remediation, including ELLs, 504, Special Education, and At-Risk students with the following resources: Springboard ELA, Language Workshop, Extra Math, IXL, Moby Max, Quill, 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: 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: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p>Funding Sources: IXL - ESSER III - \$2,430, Maneuvering the Middle - Local Funds - \$657, Forde Ferrier - Local Funds - \$800</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: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</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: School Context and Organization 1</p>	Formative			Summative
	Oct	Mar	May	June
Strategy 6 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Reading Tutors Reading Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</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: School Context and Organization 1</p> <p>Funding Sources: Reading Interventionist - ESSER III - \$7,000</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 7 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Special education Regular education teachers</p> <p>Title I: 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: Extended Day Tutorials - ESSER III - \$4,000, Saturday School - State Compensatory Education - \$4,000, ACE - Extended Day Staff - State Compensatory Education - \$24,000, Aide Summer Extra Duty - State Compensatory Education - \$4,800</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will complete daily implementation of cross-curricular writing 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: 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: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 9 Details		Reviews			
Strategy 9: A weekly pullout for Gifted and Talented education will be provided for all identified GT students. 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. Staff Responsible for Monitoring: Principal Assistant Principal GT Teacher/Director Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: GT Field Trips - Gifted/Talented - \$400, GT Supplies - Gifted/Talented - \$100		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: 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: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Reading by Design - Local Funds - \$254		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: 2.4, 2.5, 2.6, 4.2 - 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: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: ESL Supplies - ESL Program - \$100, ESL Certification - ESL Program - \$275		Formative			Summative
		Oct	Mar	May	June
					
Strategy 12 Details		Reviews			
Strategy 12: Brady Middle School will utilize extra curricular activities, such as UIL and 4H, 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, competition, strategy, listening skills). Staff Responsible for Monitoring: Principal, UIL Coordinator, UIL Sponsors Title I: 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 - Curriculum, Instruction, and Assessment 1 Funding Sources: UIL Sponsors - Local Funds - \$10,000, UIL Supply - Local Funds - \$2,000, UIL Fees - Local Funds - \$500, UIL Travel - Local Funds - \$1,500, UIL Meal Deals - Local Funds - \$600, Robotics Supply - Local Funds - \$500, Robotics Travel - Local Funds - \$1,000, Cheer Meals - Local Funds - \$300, Cheer Uniforms - Local Funds - \$2,000, Robotics Dues - Local Funds - \$500		Formative			Summative
		Oct	Mar	May	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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.

Curriculum, Instruction, and Assessment

Problem Statement 1: 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 2023, Brady Middle School will implement project-based learning and incorporate STEM Fluency Skills at a minimum of 70% 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. 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: 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 1 Funding Sources: Student Chromebooks - ESSER III - \$53,000, Staff Development - Title II, Part A (TPTR) - \$2,000, Teaching Supplies - Local Funds - \$13,765, Computer Supply - Local Funds - \$1,500, Copiers/Paper - Local Funds - \$4,500, MS Office and Pupil Supply - Local Funds - \$3,000, Canon Copier Leases/Supplies - Local Funds - \$13,657, Staff Travel - Local Funds - \$2,000, Staff Development - Title I, Part A - \$2,834, Supplies - Title I, Part A - \$4,139, Newline Displays - ESSER III - \$34,000	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: 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: Demographics 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Professional Development/Contracted Services - ESSER III - \$10,876, Staff Travel - Local Funds - \$500, Substitutes - Local Funds - \$500	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Build interactive, inviting classrooms and spaces 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 the immersive	Formative			Summative
	Oct	Mar	May	June

experience.

Staff Responsible for Monitoring: Principal
Assistant Principal
Librarian
Classroom Teachers

Title I:

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: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: VR Headsets - ESSER III - \$5,080, Library Books - Local Funds - \$4,000, Nonconsumable Book Repair and Supply - Local Funds - \$150, 3D Printer and Supplies - ESSER III - \$3,306, Library Redesign - ESSER III - \$25,000, Nonconsumable Supplies - Local Funds - \$2,000



No Progress



Accomplished



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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.

Student Achievement

Problem Statement 1: Attendance was lower this year percentage-wise. **Root Cause:** COVID took a toll on our attendance rate due to longer quarantine times and the lack of remote learning options.

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 lists. **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.









Curriculum, Instruction, and Assessment
Problem Statement 1: 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 3: All students will utilize digital platforms to access curriculum, expand creativity, and communicate by May 2023.

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, Kesler Science, Exploros, Google Classroom, Extra Math, & 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: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</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>Funding Sources: Kesler Science - Local Funds - \$897, Science Duo - Local Funds - \$897</p>	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Professional development for new and existing digital platforms will be available for all staff. 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. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I: 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	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: 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 Funding Sources: Interactive Touchscreens - ESSER III - \$34,000	Formative			Summative
	Oct	Mar	May	June
				
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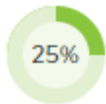
Goal 2: By the end of the 2022-2023 school year, Brady Middle School will increase communication and alignment with both the elementary and high school campuses by to promote success in transition from both campuses. Brady ISD Goal #4- The percentage of Brady High School students participating in AP and/or Dual Credit courses will increase from 10% to 25% by 2022.





Performance Objective 1: By the end of the 2022-2023 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: 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 - School Context and Organization 1	Formative			Summative
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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: 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: Demographics 1		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: 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 - School Context and Organization 1		Formative			Summative
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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: 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 Funding Sources: Rhithm - Local Funds - \$3,500		Formative			Summative
		Oct	Mar	May	June
					

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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.
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 2: By the end of 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 2023, Brady Middle School will continue to align pathways 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: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Brady Middle School and BHS will coordinate schedules and scheduling priorities to extend more CTE principles courses and high school credit offerings to the middle school during the 2023-2024 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: 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 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 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: 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 Funding Sources: Parental Involvement - Local Funds - \$500, Rite of Passage - Local Funds - \$400		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.
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 lists. 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.
Curriculum, Instruction, and Assessment
Problem Statement 1: 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 3: By the end of the 2022-2023 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 2023.



Performance Objective 1: By May 2023, the number of disciplinary incidents measured by PEIMS will decrease by 50% from the 2021-2022 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			
<p>Strategy 1: Implement Positive Behavioral Interventions and Supports for improvement, attendance, grades, and character through the Live School school-wide program, leadership classes, and Classroom Management Behavior Systems.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - School Context and Organization 1</p> <p>Funding Sources: Live School - ESSER III - \$2,975, Student and Teacher Incentives - Local Funds - \$5,000, Student Travel - Local Funds - \$1,200, Self Contained Travel - Local Funds - \$1,200</p>	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: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Context and Organization 1 Funding Sources: Character Strong - ESSER III - \$1,000, Choosing the Best - ESSER III - \$750	Formative			Summative
	Oct	Mar	May	June
				
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: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 - School Context and Organization 1 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: 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 Problem Statements: School Context and Organization 1		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: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 1 - School Culture and Climate 1 Funding Sources: Counselor - Title I, Part A - \$81,141, MS Counselor Supply - Local Funds - \$750, Nonconsumable Supply - Counselor - Local Funds - \$250, Counselor Travel/Reimbursement - Local Funds - \$1,500, Counselor Meals - Local Funds - \$140, Counselor Membership - Local Funds - \$140		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: 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 Problem Statements: Student Achievement 1		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: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: DAEP Funding - Title I, Part A - \$35,644		Formative			Summative
		Oct	Mar	May	June
					

Strategy 8 Details		Reviews			
Strategy 8: Encourage physical, mental, and behavioral health and success for students that support their overall wellbeing. Strategy's Expected Result/Impact: Students will receive services through the nurse, campus behavior coordinator, PE teachers, trainers, and counselors to increase healthy lifestyles. Staff Responsible for Monitoring: Principal Assistant Principal Nurse PE Teachers Counselors Trainer Title I: 2.6 Funding Sources: Nurse Membership - Local Funds - \$175, Health Supplies - Local Funds - \$1,000, PE Supplies - Local Funds - \$1,000, Drug Testing - Local Funds - \$2,000		Formative			Summative
		Oct	Mar	May	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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: Attendance was lower this year percentage-wise. Root Cause: COVID took a toll on our attendance rate due to longer quarantine times and the lack of remote learning options.
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 lists. 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.
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 3: By the end of the 2022-2023 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 2023.







Performance Objective 2: By May 2023, 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Class & school activities & research assignments.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor All Staff</p> <p>Title I: 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: College Field Trips - Local Funds - \$500, CCMR - Local Funds - \$1,000</p>	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: 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 Problem Statements: School Culture and Climate 1 - School Context and Organization 1		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: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1 - School Context and Organization 1 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 Parent Square, 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: 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 Problem Statements: Demographics 1 - School Context and Organization 1	Formative			Summative
	Oct	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Student Achievement

Problem Statement 1: Attendance was lower this year percentage-wise. **Root Cause:** COVID took a toll on our attendance rate due to longer quarantine times and the lack of remote learning options.

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 lists. **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.


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 3: By the end of the 2022-2023 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 2023.







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 daily 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: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</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>Funding Sources: Lead Teacher - State Compensatory Education - \$8,425</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: 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>Funding Sources: Admin Travel - Local Funds - \$1,500, Admin Dues - Local Funds - \$550, Science and Math Stipend - Local Funds - \$6,000, Nonconsumable Office - Local Funds - \$750</p>	Formative			Summative
	Oct	Mar	May	June
				





Strategy 3 Details		Reviews			
Strategy 3: Administrators will recruit qualified staff, and provide all new teachers with a mentor for adequate support. Strategy's Expected Result/Impact: Personnel applications, records, certifications Staff Responsible for Monitoring: Superintendent, Principal Mentor Teachers Lead Teachers Title I: 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 Funding Sources: Nonconsumable Office - Retention Strategies - Local Funds - \$750, Staff Incentives - Local Funds - \$2,000		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: 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 Funding Sources: Staff Travel - Local Funds - \$500, Substitutes - 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	Formative			Summative
	Oct	Mar	May	June
				
Strategy 6 Details	Reviews			
Strategy 6: By August 2022, Emergency Operation Plans will be developed, and all staff will be trained. By May 2023, 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: 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Brady Middle School will maximize parental and community involvement opportunities to increase success rates and involvement by May of 2023.

Performance Objective 1: By May of 2023, at least 98% of all students, parents, and/or family members will participate in at least one 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: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	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 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: 4.1, 4.2 - 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 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: 4.1, 4.2 - 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: 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: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: PSAT Testing - Local Funds - \$1,000	Formative			Summative
	Oct	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: Conduct a minimum of one student showcase by the end of May 2023 to emphasize project-based learning and talents throughout the district in the areas of science, literature, and art. Strategy's Expected Result/Impact: Students will invest their knowledge in a product that will be available for viewing by parents and community. Staff Responsible for Monitoring: Principals Teachers Counselors Title I: 2.5, 2.6, 4.1, 4.2 - 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 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 Funding Sources: Teaching Supply - Local Funds - \$1,000	Formative			Summative
	Oct	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				







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.
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 lists. 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.
Curriculum, Instruction, and Assessment
Problem Statement 1: 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
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 2023.

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: 4.1, 4.2 - 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: 4.1, 4.2 - 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, Parent Square, 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: 4.1, 4.2 - 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: 4.1, 4.2 - 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: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Postage - Local Funds - \$20		Formative			Summative
		Oct	Mar	May	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Dyslexia Supply		\$235.00
1	1	3	SPED Teaching Supplies		\$850.00
1	1	3	Self Contained Supply		\$850.00
1	1	4	Maneuvering the Middle		\$657.00
1	1	4	Forde Ferrier		\$800.00
1	1	10	Reading by Design		\$254.00
1	1	12	Cheer Meals		\$300.00
1	1	12	Cheer Uniforms		\$2,000.00
1	1	12	UIL Fees		\$500.00
1	1	12	Robotics Dues		\$500.00
1	1	12	Robotics Supply		\$500.00
1	1	12	UIL Travel		\$1,500.00
1	1	12	UIL Supply		\$2,000.00
1	1	12	UIL Meal Deals		\$600.00
1	1	12	UIL Sponsors		\$10,000.00
1	1	12	Robotics Travel		\$1,000.00
1	2	1	Computer Supply		\$1,500.00
1	2	1	Teaching Supplies		\$13,765.00
1	2	1	Copiers/Paper		\$4,500.00
1	2	1	Staff Travel		\$2,000.00
1	2	1	MS Office and Pupil Supply		\$3,000.00
1	2	1	Canon Copier Leases/Supplies		\$13,657.00
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	Nonconsumable Supplies		\$2,000.00
1	2	3	Library Books		\$4,000.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Science Duo		\$897.00
1	3	1	Kesler Science		\$897.00
2	1	4	Rhithm		\$3,500.00
2	2	3	Parental Involvement		\$500.00
2	2	3	Rite of Passage		\$400.00
3	1	1	Student Travel		\$1,200.00
3	1	1	Self Contained Travel		\$1,200.00
3	1	1	Student and Teacher Incentives		\$5,000.00
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		\$1,500.00
3	1	5	Counselor Membership		\$140.00
3	1	5	Nonconsumable Supply - Counselor		\$250.00
3	1	8	PE Supplies		\$1,000.00
3	1	8	Health Supplies		\$1,000.00
3	1	8	Drug Testing		\$2,000.00
3	1	8	Nurse Membership		\$175.00
3	2	1	CCMR		\$1,000.00
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		\$1,500.00
3	3	2	Nonconsumable Office		\$750.00
3	3	2	Admin Dues		\$550.00
3	3	3	Nonconsumable Office - Retention Strategies		\$750.00
3	3	3	Staff Incentives		\$2,000.00
3	3	4	Substitutes		\$500.00
3	3	4	Staff Travel		\$500.00
4	1	4	PSAT Testing		\$1,000.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Teaching Supply		\$1,000.00
4	2	5	Postage		\$20.00
Sub-Total					\$105,337.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies		\$4,139.00
1	2	1	Staff Development		\$2,834.00
3	1	5	Counselor		\$81,141.00
3	1	7	DAEP Funding		\$35,644.00
Sub-Total					\$123,758.00
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
ESL Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	ESL Certification		\$275.00
1	1	11	ESL Supplies		\$100.00
Sub-Total					\$375.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	GT Supplies		\$100.00
1	1	9	GT Field Trips		\$400.00
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	Saturday School		\$4,000.00
1	1	7	ACE - Extended Day Staff		\$24,000.00
3	3	1	Lead Teacher		\$8,425.00

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$41,225.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Dyslexia Teacher		\$17,957.00
Sub-Total					\$17,957.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	IXL		\$2,430.00
1	1	6	Reading Interventionist		\$7,000.00
1	1	7	Extended Day Tutorials		\$4,000.00
1	2	1	Student Chromebooks		\$53,000.00
1	2	1	Newline Displays		\$34,000.00
1	2	2	Professional Development/Contracted Services		\$10,876.00
1	2	3	VR Headsets		\$5,080.00
1	2	3	Library Redesign		\$25,000.00
1	2	3	3D Printer and Supplies		\$3,306.00
1	3	3	Interactive Touchscreens		\$34,000.00
3	1	1	Live School		\$2,975.00
3	1	2	Choosing the Best		\$750.00
3	1	2	Character Strong		\$1,000.00
Sub-Total					\$183,417.00