

Bushland Independent School District
Bushland Middle School
2016-2018 Campus Improvement Plan



Mission Statement

BUSHLAND SCHOOLS WILL COLLABORATIVELY FOSTER OPPORTUNITIES FOR EVERY STUDENT TO SUCCESSFULLY ACHIEVE
THEIR GREATEST POTENTIAL.

Vision

BUSHLAND STUDENTS TODAY...LEADERS TOMORROW

Value Statement

WE CAN!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	13
School Context and Organization	14
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Bushland ISD will provide the highest standard of education for all students through programs and strategies that meet the needs of our demographic makeup.	20
Goal 2: Bushland ISD will implement strategies to ensure all students reach their highest level of academic potential and transition successfully to their next endeavor.	24
Goal 3: Bushland ISD will provide opportunities for collaboration and team development in order to promote a positive district wide culture for all stake holders in the learning community.	28
Goal 4: Bushland ISD will provide ongoing training, collaboration and implementation of innovative professional learning communities to foster a guaranteed and viable curriculum that incorporates best practices in instructional strategies and assessment for learning.	32
Goal 5: Bushland ISD will improve family and community involvement by providing multiple sources and opportunities for communication to and from all stakeholders.	35
Goal 6: Bushland ISD will involve all stakeholders in developing an organizational structure that supports all instructional and extracurricular programs within our fiscal and legislative parameters.	37
Goal 7: Bushland ISD will provide all stakeholders with access to a technology infrastructure that supports both current and future needs.	39
Goal 8: Bushland ISD will continue to establish priorities for hiring and evaluating highly qualified staff and provide training and support on a continuous basis.	42
Campus Leadership Team	44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bushland Middle School is comprised of the following Ethnic groups: White-408(84.1%), Hispanic-57(11.8%), American Indian-2(.4%), African American- 3(.6%), and Asian-4(.2%), Two or more races-10(2.9%). Other identified areas include: At-risk-144(29.7%), Special Ed.-61(12.6%), Gifted & Talented-54(11.1%), CTE Students 117-(24.1%) ESL/LEP-5(1.0%), and Eco-Disadvantaged-100(20.6%).

Groups showing significant increases (2% + from 2014-2015) in percentages from 2014-2015: At-Risk Students(100 to 144), Economically Disadvantaged (89 to 100), Special Ed.(50 to 61).

This data is based upon the 2014-2015 and 2015-2016 Texas Academic Performance Report.

Demographics Strengths

All students are closely tracked to ensure effective schedules and necessary interventions are in place in order to meet legal and individual requirements. Gifted & Talented students are served through advanced courses; SpecEd/504 students are served through parent/school meetings, inclusion courses, intensive tutoring, and inclusion aides working with regular teachers in a mainstream setting. Dyslexic students are served through our MTA (Dyslexia) classes. Students in financial need are served through Snack Pack for Kids and with school provided materials, free and reduced breakfast/lunch program.

Demographics Needs

There continues to be a sharp rise in the number of students placed in SpecEd/504 programs. This is the result of a growing number of students being identified as SpecED and 504/Dyslexia. The process for identification is closely reviewed. The district anticipates an increase in the number of Dyslexia students due in part to BISD offering extensive Dyslexia testing and interventions including MTA courses. We will continue to implement measures for identifying G-T students and Dyslexia Students earlier and to serve their needs.

Student Achievement

Student Achievement Summary

Bushland Middle School students continue to show achievement at and in most cases above the region and state on standardized testing. Based on the 2015-2016 Texas Academic Performance Report, Bushland Middle School achieved an accountability rating of: "Met Standard", and were a "Recognized Campus" based upon TEA measures. BMS students, grades 5-8, consistently score above state average in all testing areas, and the number of 8th grade students taking the Algebra I EOC tests, achieved a passing rate of 100%, for the second straight year, which also includes approximately 85% of these students achieving level III. The most notable gains by grade/subject tested were: 5th grade Science; 6th grade Math; 7th grade Math, and 8th grade Reading.

Student Achievement Strengths

Based upon 2015-16 STAAR test results, Bushland Middle School students continue to score at or above the State averages on the STAAR test, in all grades and subject areas tested. Our 8th grade students choosing to take high school Algebra I continue to have a 100% passing rate. Results of 2016 STAAR assessments indicate the majority of our students who are identified for special education met ARD expectations. Because the testing expectations continue to change under the STAAR Test, our focus will be to monitor and adjust our learning strategies to better align with STAAR and End-Of -Course Exams.

Student Achievement Needs

Additional student performance needs not previously addressed include our English Language Learners. We are reviewing the procedures for Special Education Identification, Dyslexia identification, and Testing Accommodations/Modifications and training faculty and staff on the implementation of these procedures. The district and campus levels will continue to implement and improve upon our inclusion program to provide learning opportunities in appropriately identified classroom settings. As a District/campus, we are reviewing and making changes to the way we identify Gifted & Talented students, and to provide the differentiated instruction they need.

Through district-wide support of both our students and their instructors, we will continue to work toward increasing the number of students performing at Level II and ultimately Level III on the STAAR exams. We will implement and employ appropriate safeguards to assist our SpecEd students through our study and recommendations from our PBMAS Committee, to improve their reading/writing scores through focused tutorials and intensive strategies during Advisory period, and pull-out sessions throughout the day. 7th grade Writing scores on the STAAR reflect the increased need for cross-curricular writing opportunities to fill in gaps between the 4th and 7th grade state Writing assessments. We are also implementing steps to improve our 8th grade Social Studies scores through Professional Development for teachers, and peer collaboration collaboration. We will continue to monitor and adjust our strategies

for our SpecEd/504 students through require ARD/504 meetings, parent-teacher communication, inclusion, and following the required IEP's. We have implemented more efficient and effective processes for identifying Dyslexia students earlier, and servicing them through our MTA classes.

We must continue to assess our scheduling of 5th grade students and level class sizes in the afternoons, when many of our SpecEd/Dyslexia students are in at least one core class.

School Culture and Climate

School Culture and Climate Summary

While BMS provides an excellent and positive school environment, teachers and administrators will continue to seek new opportunities for promoting a safe and healthy school climate. We continue to strive to teach the "whole child", which begin with a love for students and teaching. Building administration continues to seek and provide for ongoing professional development opportunities that support positive campus culture and the implementation of the goals set forth in our District and Campus plans. We continue to improve collaboration and communication efforts with all stakeholders using every available means of communication. It continues to be our goal to build a solid foundation of community support and trust. We continue to encourage "open-door" communication with all stakeholders to improve school safety and security in collaboration with our SRO, administrators and teachers through practice drills and table top scenarios. We also support, encourage and expect our students to treat people with dignity and respect and to find ways to serve others. We continue to provide students opportunities to become a part of various clubs and organizations, and to provide them with our support and encouragement. BMS and BISD continues to support the conservative values of our community with fair and consistent application and support of our Student Code of Conduct to provide a good learning and teaching environment. We also strive to be good stewards of the resources provided by the Bushland community to provide the best opportunities for our students with minimal waste.

School Culture and Climate Strengths

The Campus Leadership Team (CLT) has been established by the building principal to foster and open environment for communication. The committee provides a proactive opportunity for teachers to bring concerns and/or suggestions to building administration and continually support the building principal's "open-door" policy. The CLT committee also serves to inform BMS staff of administrative decisions, concerns, and changes through monthly meetings, and distribution of committee communications through email containing meeting agendas and summary notes of the meetings.

Furthermore, BMS provides a number of student organizational opportunities in an effort to include students from multiple and diverse backgrounds (e.g., ACE, FCA, NJHS, LEAD, etc.). Approximately one-fourth of our students also participate in UIL academic competition.

Student achievements are recognized regularly through "shout-outs" during daily announcements, awards assemblies and "Fantastic Friday's" lunchtime celebrations of Straight A's and perfect attendance, each six weeks.

BMS continues to recognize and celebrate national and state observances, and has tremendous support of our many programs and competitions through outstanding parent and community participation.

The PTO at Bushland Middle School regularly provide for our students and staff with snacks, faculty meals and special treats throughout the school year.

Many BMS staff also live in the Bushland ISD and maintains frequent communication with the community.

BISD/BMS continues to hold firm to the conservative values and principals of the Teaxas Panhandle and the Bushland community.

School Culture and Climate Needs

BISD is a growing school district, and BMS regularly enrolls new students. With new growth comes new challenges to programs, facilities, and class sizes. The BMS staff has been challenged to give their input on ways to both raise revenue and reduce spending while continuing to provide our students and community the opportunities they have come to expect from us.

With new growth in housing throughout the district, increases in student enrollment and limited school space has become a major concern. BISD/BMS is also facing major financial challenges as a result of State-wide budget cuts. After a second failed TRE election, our school district is facing drastic changes and challenges for providing for the needs of our students, with increasingly fewer resources. Although staff morale is currently good, I fear that increased demands and fewer resources will begin to change that.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

When hiring additional personnel, we seek only those certified teachers who are Highly Qualified/Certified in their teaching area. Bushland Middle School is a learning organization that strives to improve teaching strategies, frameworks, and theories as it relates to student learning. BISD/BMS continues to challenge and supports our teaching staff to seek continuous professional development and collaboration opportunities to improve their skill/knowledge base.

"Under the BISD District of Innovation plan, BISD may establish a local certification for a teacher to teach one subject outside of their state certified field and/or grade level in which the teacher is not state certified and for industry professionals with experience to teach Career and Technology Education and STEM courses. This strategy will allow more flexibility in our scheduling and more options for our students in class offerings and industry certifications".

A. Local Guidelines: Local certification will be issued for teachers only. The district will establish local criteria such as years of experience, qualifications, and industry certification to qualify for a local teaching certificate. Campus principals will submit candidates to the Superintendent with credentials. The Superintendent will determine whether it is in the best interests of the students to locally certify the individual. The Superintendent will notify the Board prior to beginning employment. (BISD Local Innovation Plan, proposed, December, 2016).

We continue to use Talent Ed to post job opportunities, filter applicants, and set up interviews to fill job openings. We also continue to fill as many positions as possible from within the District. BMS has had minimal teacher turn-over, and we continue to seek the best people available to fill vacancies. Currently our staff is a good mix of young and experienced staff, providing the best education for our students.

Staff Quality, Recruitment, and Retention Strengths

All Bushland Middle School teachers meet the 100% Highly Qualified requirements. Bushland Middle School staff members embrace new learning and opportunities to improve classroom performance. Planned staff development is specific to campus content needs. Vertical and horizontal alignment is paramount to offering curriculum and instruction which helps students progress from one grade level to the next. BISD adopted new calendar amendments providing teachers full-day teacher work days/student holidays specifically for profession development and collaboration. BISD continues to provide teacher pay raises when funds are available, in order to retain and compete with larger local school districts to secure the best teaching talent we can. Maintaining our "small-school" values, also makes working at BMS attractive and aids with hiring and retention of professional staff.

Staff Quality, Recruitment, and Retention Needs

Continued financial support of our programs and personnel. As the State and our community demand more from our staff, BISD must maintain a

competitive salary schedule in order to recruit and retain quality staff. As our class sizes continue to grow, BISD must address the problem of over-crowded classrooms and facilities, if we are to continue to attract and retain the best staff available, and provide the very best for our students. Continue to hire the personnel we need to meet the growing needs and challenges of state mandates and community needs and expectations for serving our students' varied needs. Continue to encourage and financially support professional development for all staff, in all area of services we provide.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bushland ISD subscribes to the TEKS Resource System as its primary curriculum resource. The district strives to provide a guaranteed and viable curriculum that emphasizes more alignment as grade-level and content area teams build a stronger understanding of the TEKS Resource System and its capabilities. Curriculum alignment will be driven by campus leadership by systematically identifying curriculum strengths and weaknesses.

Beginning in the 2016-2017 school year, BMS has implemented a single bell schedule of eight academic periods and a 30 minute Advisory period, which has allowed us to provide 6th grade students separate Reading/ELA classes and an Academic Enrichment class where students learn computer skills. 5th grade students also have benefited from this scheduling which permits them a morning recess/activity period in addition to a RTI/tutorial period built in to their daily schedule. Both grades benefit from smaller class sizes per period. The application of a single bell schedule has also greatly increased the ease of planning for school scheduled activities, lunch periods, and master scheduling, while allowing us to expand our offerings to 5th and 6th grade students.

Administrative needs assessment reveals the need to implement cross-curricular writing opportunities and to address our 8th grade Social Studies and Science STAAR scores through professional development, peer collaboration, and the application of varying learning strategies. We will continue to provide supports for professional development in the implementation and application of technology training to benefit both staff and students. Teachers are continually encouraged and supported to use technology in their lessons.

Curriculum, Instruction, and Assessment Strengths

Professional Learning Communities (PLC's) take part in the formulation of a professional development plan for TEKS Resource System implementation. PLCs are active in defining curriculum components and the differences between formative and summative assessments. The primary focus of PLCs is student learning and progress. This includes ensuring the necessary interventions and differentiation are monitored on a regular basis. 5th grade teachers have also incorporated Response to Intervention (RTI) planning and strategies as part of their daily planning and interventions.

Bushland Middle School offers Pre-Advanced Placement courses in the four core content areas of grades 7 & 8, and in ELA and Math for 6th grade students. 8th grade students also have the opportunity to take Algebra I and A-V Technology courses for high school credit.

We continue to support our 5th/6th grade advanced students through content adjustments in the classroom and through pull-out type programs such as our 5th grade Fine Arts classes and through 6th grade Fine Arts such as Choir and Band and lesson adjustments in each of the core classes.

Curriculum, Instruction, and Assessment Needs

There is a need for on-going professional development and application in the area of RTI. Through data disaggregation, we continue to identify the needs of our SpecEd students in reading, and from that, prepare and apply appropriate intervention strategies. Middle School Social Studies teachers continue to seek professional development opportunities in the area of STAAR social studies strategies, and implementation of those strategies.

We will continue to provide advanced opportunities during regular classes and we will re-evaluate how we can offer Pre-AP classes in the future for 6th grade students, pending available teacher resources. We will continue to study the 8th grade Social Studies STAAR test and implement varied teaching strategies, as we prepare our students for this difficult test. For the school year 2017-18, we are planning to change our teaching assignments in 7th and 8th grade social studies where we will have our non-coaching social studies teacher, teaching 8th grade, and splitting the 7th grade Texas History classes between our two coaching positions.

Continue to update our I-Pads/Chromebooks for 5th and 6th grade students and downloaded with the needed Apps. Continue to work on computer skills, and Google Docs applications.

Parent and Community Engagement

Parent and Community Engagement Summary

Bushland Middle school benefits from high parental involvement on our campus. Student success is not possible without the involvement of parents in all facets of their children's education, including parent volunteer opportunities. Parents are encouraged to serve the school in any area which they are willing to participate. Parents assist teachers with a variety of tasks and instructional support. Our PTO, made up of a few very hard working and dedicated parents, continue to support our staff and students through financial assistance and special programs. They also run our concession stand at home games. We have had a number of parents serve on the BISD District Site-Based Decision Team and the PBMAS improvement committees and Campus level committees such as the middle school Campus Leadership Team. We also have a "Falcons for Funding Committee who served to inform the community about the November TRE Election, and although the election failed, they continue to seek ways to participate in moving our district forward as we prepare for future challenges and needs.

Parent and Community Engagement Strengths

Parents are included on the Campus Leadership Team and on the BISD District Site-Based Committee. Parents work with their child's teachers as volunteers and assist to support learning in the classroom. Bushland Middle School is the beneficiary of an excellent Parent Teacher Organization (PTO), which is very involved in providing additional resources for our school. The PTO has made monetary donations in order to purchase additional resources for students and teachers. Pak-A-Sak, Education Credit Union, and Joe's Pizza & Pasta are "Partners In Education," providing student rewards and support for Bushland Middle School. A number of our community parents help our schools by substitute teaching. A number of our middle school parents are also serving on the "Falcons for Funding" committee.

Parent and Community Engagement Needs

Bushland Middle School will solicit parental involvement in sponsorship of reward field trips, attendance, and assisting teachers in the classroom. Parents will be provided the opportunity to provide input involving school safety and future funding initiatives. We will continue to solicit parental involvement and input by improving our campus communications and soliciting assistance in areas where needs exists.

School Context and Organization

School Context and Organization Summary

Bushland Middle school is comprised of grades 5 through 8 and has an average daily enrollment of 481. Beginning in the school year 2016-17, all students, grades 5th-8th, follow a nine period class schedule comprised of eight-45 minute class periods, a 30 minute advisory/tutorial period and a 30 minute lunch period. Older and younger students have limited interaction throughout our normal school days, however, there are exceptions such as certain assemblies and pep-rallies.

Bushland Middle School SpecEd students are served through mainstream classes with inclusion assistance as needed, whenever possible. Identified students are grouped with instructional assistants to receive as the maximum amount of instruction in a regular education classroom setting. Dyslexia students are served through MTA classes, as part of their regularly scheduled classes each day.

Too often, we must pull Inclusion Aides to help substitute for absent teachers. This is a district-wide concern that needs to be addressed.

Campus goals are aligned with District goals stemming from data analysis each year and related areas of improvement are targeted through a Comprehensive Need Assessment plan and related strategies.

The Middle School Site Base Committee, (Campus Leadership Team, "CLT"), and the Professional Learning Communities review campus needs and formulate action plans to address areas of concern. PLCs are structured horizontally by grade levels and vertically by content areas.

School Context and Organization Strengths

Bushland Middle School has a high retention rate for teachers. Bushland Middle School offers a wide range of student organizations and extra-curricular activities for students to choose from. Bushland Middle School has an extremely high rate of participation in all extra-curricular offerings.

The administration of Bushland Middle School is comprised of the Principal, Assistant Principal, and Counselor, assume multiple responsibilities at the campus and district level, in addition to supervising numerous activities. We take a conservative and consistent approach in dealing with student issues and discipline which includes consistent parent communication and interaction. Administrators are also active in supervisory roles, assisting teachers with classroom management, organization, and instruction.

School Context and Organization Needs

Bushland Middle School seeks to address areas of continuous improvement. We will continue to focus on the area of the application of instructional

technology in the classroom by both students and teachers. Upgrades to the infrastructure have enhanced connectivity and reliability of use, although we still have connectivity issues in areas of our campus. We will continue to encourage our teachers to seek professional development in all areas of teaching and learning. We will continue to review and update our Emergency Operations Plan to address safety concerns and preparedness and to perform the required safety drills. We will continue to assess the Master Schedule for its effectiveness in meeting the needs of our students and to maximize our personnel, resources, time and space considerations.

Technology

Technology Summary

BISD has fully implemented it's "one-to-one" technology initiative, and all students have school provided devices. Middle school students in grades 5 & 6 have have been issued I-Pads and students in grades 7 & 8 have been issued Chrome book computers. Every classroom has Smart Boards. Teachers and students are able to access instructional applications, including E-Textbooks in Math and Science, and software and learning apps in order to enhance student learning and to meet the needs of 20th Century learners. Students have the ability to communicate through email and google classroom. Teachers also perform various applications using google sheets, google classroom, and share files through google docs. 6th grade students are also learning computer skills and typing on classroom sets of chromebooks during their Academic Enrichment classes, each day. 7th and 8th grade students are learning various Google applications such as Google Classroom, and Google Docs, and are producing projects and taking online assessments, as well as accessing electronic textbooks.

Technology Strengths

All teachers have participated in professional development of for the use of Smart Boards and I- Pads. BISD will continue to offer on-going professional development activities for instructional technology implementation in classrooms. BISD has also become a "Google-Based" district.

BISD/BMS continue to upgrade it's communication delivery through email, text, Google document sharing, Google Classroom, and through School Messenger system. Parents also use Parent Portal to access student records in the classroom, in attendance, and to pay for cafeteria services.

Technology Needs

BMS/BISD will continue to update our devices and replace older devices with newer ones. Funding to support our on-going technology goals will be critical, which will require on-going communication with the community and strategic financial planning. We will continue to need updated devices that support the apps our teachers feel are most beneficial for students. The middle school does not currently have enough I-Pads for every 5th grade student. BMS will assess the 6th grade Academic Enrichment class and it's effect on student technology readiness and look into the possibility of expanding it to the 5th grade, to improve their computer use skills.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

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

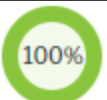
Goals

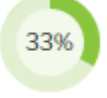
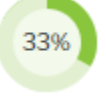
Goal 1: Bushland ISD will provide the highest standard of education for all students through programs and strategies that meet the needs of our demographic makeup.

Performance Objective 1: Review policies and procedures for the identification, placement, use of instructional strategies, and assessment of students served in support programs.

Evaluation Data Source(s) 1: Policy and procedure manuals, number of students served in support programs, TEA Accountability data, PBMAS report, professional development records

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Closely monitor student placement in support programs for Dyslexia, 504, and Special Education during the course of 504 and ARD meetings in order to ensure all local, state, and federal guidelines are followed	Campus Principal, Asst. Principal, Counselor, Diagnostician, and classroom teachers.	Updated policy manuals for student support programs and student cumulative records.			
2) Closely monitor students coded into Migrant, ELL, Homeless, and At-Risk to ensure all local, state, and federal guidelines are followed.	Campus Principal, Asst. Principal, Counselor, District ESL Coordinator, and Campus PEIMS Coordinator.	Updated policy manuals and student records which are reviewed and updated twice annually.			
3) Review, evaluate, and update accommodation needs of all students based upon ARD/504 data to plan for instruction and assessment.	Campus Principal, Asst. Principal, Counselor, Diagnostician, Special Programs Coordinators, and classroom teachers.	Campus Master Schedule, Staff Professional Development records, and PBMAS reports.			

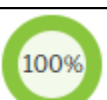
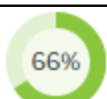
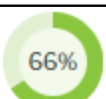
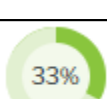
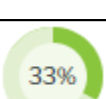
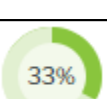
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
4) Continue the implementation of a campus-wide inclusion program in order to meet the needs of students in all programs and ensure compliance with state mandates.	Campus Principal, Asst. Principal, Special Ed. Director, and Special Ed. teachers.	Campus Master Schedule, Staff Professional Development records, and PBMAS reports.			
5) Align IEP goals and objectives with grade level TEKS to ensure students are receiving state mandated grade level instruction.	Diagnostician, ARD committee members, and instructional staff.	IEPs, lesson plans, and documentation of student progress.			
6) Ensure that teachers responsible for providing differentiation for G/T, Special Ed., 504, and ELL are provided with on-going professional development opportunities.	Campus Principal & Asst. Principal.	Training certificates of completion. PLC minutes.			
7) Ensure that students coded as homeless will be provided the needed school supplies to meet educational opportunities.	Campus Principal, Assistant Principal, Counselor, Teachers, District Homeless Liaison.	Documentation of services provided and records of students receiving services of this support program.			
 = Accomplished  = No Progress  = Discontinue					

Goal 1: Bushland ISD will provide the highest standard of education for all students through programs and strategies that meet the needs of our demographic makeup.

Performance Objective 2: Increase the percentage at Level II or above for all subjects to 80% or higher on STAAR for all students.

Evaluation Data Source(s) 2: TEA Accountability data

Summative Evaluation 2:

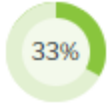
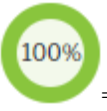
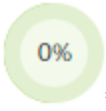
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Assess, formulate, and provide intervention services for students in need of assistance on an on-going basis.	Campus Principal, Asst. Principal, and instructional staff.	RTI documentation of interventions provided.			
2) Utilize vertical and horizontal Professional Learning Communities to analyze on-going student learning performance in order to schedule timely interventions and create opportunities for acceleration.	Campus Principal, Asst. Principal, and instructional staff.	Documentation of interventions provided.			
3) Provide tutorials during school, during Advisory period, and after school for students in need of support (SSI, and all other identified At-Risk students.)	Campus Principal, Asst. Principal, and instructional staff.	Tutorial attendance records.			
4) Provide professional development opportunities for instructional staff to address areas of concern based on state assessment data for addressing the instructional needs of sub-population groups.	Campus Principal, Asst. Principal	Training agendas and sign-in sheets			
5) Conduct Response to Intervention Meetings with parent and instructional staff to review existing interventions and formulate new intervention plans for At-Risk students.	Campus Principal, Asst. Principal, Counselor, and instructional staff.	Documentations of RTI meetings.			
 = Accomplished  = No Progress  = Discontinue					

Goal 1: Bushland ISD will provide the highest standard of education for all students through programs and strategies that meet the needs of our demographic makeup.

Performance Objective 3: Address alternate forms of scheduling in order to provide students with the best possible opportunity to learn and teachers the opportunity to teach effectively.

Evaluation Data Source(s) 3: Campus master schedules

Summative Evaluation 3:

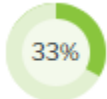
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Collaboration with campus and district-level administration, counselor, and teaching staff to most effectively and efficiently utilize current staff to meet the needs of our students.	Campus Principal, Assistant Principal, Counselor	Proper placement of students in courses.			
2) Continue to monitor and assess our 8-period academic schedule for our 5th and 6th grade students for effectiveness in meeting their grade-level needs.	Campus Principal, Assistant Principal, Counselor, Classroom Teachers	Student success and preparedness for the next grade level.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Bushland ISD will implement strategies to ensure all students reach their highest level of academic potential and transition successfully to their next endeavor.

Performance Objective 1: Increase the percentage at Level III for all subjects to 25% or higher on STAAR.

Evaluation Data Source(s) 1: TEA Accountability data

Summative Evaluation 1:

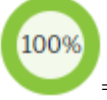
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Bushland Middle School staff will focus on writing across the curriculum during PLCs and implement writing strategies in all content and non-content areas of instruction.	Campus Principal, Asst. Principal, Dept. heads, and ELA/Writing teachers.	PLC minutes, lesson plans, walkthrough data, and student writing samples			
2) Writing teachers will use the most recent released STAAR writing images to understand writing standards and improve student achievement.	Campus Principal & Assistant Principal, Teachers	PLC minutes, lesson plans, teacher feedback, and most recent STAAR writing scores.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Bushland ISD will implement strategies to ensure all students reach their highest level of academic potential and transition successfully to their next endeavor.

Performance Objective 2: Meet 100% of Indicators on System Safeguards for state accountability.

Evaluation Data Source(s) 2: TEA Accountability data

Summative Evaluation 2:

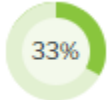
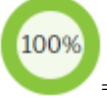
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Ensure that the Middle School campus reviews and evaluates the number of Special Ed. students taking STAAR Alt. tests in order to comply with NCLB requirements.	Campus Principal, Asst. Principal, Diagnostician, ARD committees, and Special Ed. Director.	TEA Accountability reports.			
2) Middle School campus principals, teachers, and special ed. staff will disaggregate DMAC assessment data to track and determine the instructional placement of special. ed. students	Campus Principal, Asst Principal, teachers, and special ed. staff.	DMAC user data, PLC minutes, and ARD committee records.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Bushland ISD will implement strategies to ensure all students reach their highest level of academic potential and transition successfully to their next endeavor.

Performance Objective 3: Implement a system of interventions district-wide in accordance with NCLB guidelines for RtI.

Evaluation Data Source(s) 3: RtI plans, student reports

Summative Evaluation 3:

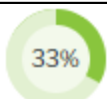
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) The Middle School will utilize RTI processes comprised of grade-level teachers, parents, students to monitor and plan interventions for students in need of assistance.	Campus Principal, Asst. Principal, Counselor and Classroom Teachers.	Completed RTI forms and documents on file.			
2) DMAC, progress reports, report cards, and teacher documentation will be utilized to ensure the appropriate goals, resources, and strategies are being written and carried out by the middle school instructional staff for students in need of assistance.	Campus principals	RTI student plans in DMAC			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Bushland ISD will implement strategies to ensure all students reach their highest level of academic potential and transition successfully to their next endeavor.

Performance Objective 4: Provide guidance and ensure all students are adequately prepared to move to the next level, including the next campus, college, and the work force.

Evaluation Data Source(s) 4: Counseling documentation, PGPs, master schedules

Summative Evaluation 4:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Utilize PLCs to educate Middle School staff on the 4 indexes of the new state accountability system which includes Post Secondary Readiness as mandated by house Bill 5.	Campus Principals	PLC minutes.			
2) Orientation for 4th graders transitioning to the Middle School.	Campus Principals, Counselor, Classroom Teachers	Calendar documentation			
3) Orientation meeting for 8th grade students transitioning to High School.	Campus Principals, MS and HS Counselors, HS Principal, HS Classroom Teachers.	Student schedule requests submitted prior to the end of the 2014-2015 school year.			
4) Meeting for parents of 4th graders transitioning to 5th grade.	Campus Principals, Counselor, Classroom Teachers.	Documentation of parent attendance at meeting.			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Bushland ISD will provide opportunities for collaboration and team development in order to promote a positive district wide culture for all stake holders in the learning community.

Performance Objective 1: Gather data about school culture and climate to improve views and meet the needs of all students.

Evaluation Data Source(s) 1: Campus Leadership Team input, PLC meetings, Teacher surveys

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Provide Staff and community members to provide input through participation in committee's such as CLT, District Site-Based Committee, PTO, SHAC	Principals, Assistant Principals, Committee members	Agendas and notes of committee communications.			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Bushland ISD will provide opportunities for collaboration and team development in order to promote a positive district wide culture for all stake holders in the learning community.

Performance Objective 2: Ensure that communication about programs and district initiatives is consistent and precise.

Evaluation Data Source(s) 2: Staff survey data

Summative Evaluation 2:

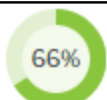
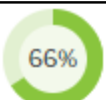
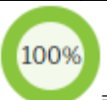
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Bushland Middle School will utilize PLCs, faculty meetings/briefings, email communications, and individual conferences to educate instructional staff on common vocabulary relevant to district programs and initiatives in order to consistently communicate with staff, students, parents, and the community.	Campus Principals	PLC minutes with glossary of terms related to instructional staff.			
2) Bushland Middle School will utilize technology as a means of communicating with staff, parents, and the community. (School marquee, e-mail, campus web-site, call out system, Twitter, and building message boards.)	Campus Principals, school secretary, and District Technology Director.	School Messenger records. Parent contact records.			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Bushland ISD will provide opportunities for collaboration and team development in order to promote a positive district wide culture for all stake holders in the learning community.

Performance Objective 3: Maintain, support, and continuously improve a safe and orderly environment for all staff and students.

Evaluation Data Source(s) 3: Training agendas and sign-in sheets, EOP flip chart, survey data

Summative Evaluation 3:

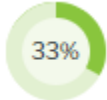
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Middle School staff with defined responsibilities will be trained in CPR, First Aid, CPI, AED, and Epi-Pen usage.	Campus Principals, School Nurse, TLC Staff, Coaches	Training agendas in sign-in sheets.			
2) Conduct fire, lock down, tornado, and reverse evacuation drills throughout the course of the school year in accordance with the 3-year review of Emergency Operations Plan.	Campus Principals, School Resource Officer, Classroom Teachers and Campus Crisis Management Team.	Calendar documentation of drills			
3) Bushland Middle School will provide a comprehensive program designed for training all staff and students in the appropriate processes for reporting bullying and the interventions taken by campus administration.	Campus Principals, Counselor, Teachers, Nurse, and Librarian	Discipline files, Document through "Students Needing Assistance Promptly" forms and Principal's documentation of responses			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Bushland ISD will provide opportunities for collaboration and team development in order to promote a positive district wide culture for all stake holders in the learning community.

Performance Objective 4: Promote physical fitness and healthy lifestyles for all Bushland Middle School students and staff

Evaluation Data Source(s) 4: Program/Fitness Gram Test documentation, School Health Advisory Council

Summative Evaluation 4:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) The School Health Advisory Council will meet to develop district-wide initiatives to promote wellness activities for students and teachers.	School Health Advisory Council Chairperson and Committee Members.	Minutes from SHAC meetings, Annual Report to the School Board, Calendar of Events			
2) Daily activity for the majority of our students through PE, athletics, and recess activity periods.	Building Principals, Coaches, 5th grade Classroom Teachers	Daily Scheduling and participation grades on report cards.			
3) Daily therapy activities for our medically fragile students being served in TLC Class.	TLC Staff, building Principals.	Progress and participation documentation in TLC class.			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Bushland ISD will provide ongoing training, collaboration and implementation of innovative professional learning communities to foster a guaranteed and viable curriculum that incorporates best practices in instructional strategies and assessment for learning.

Performance Objective 1: Implement an effective plan for conducting Professional Learning Communities that focus on increasing student achievement.

Evaluation Data Source(s) 1: PLC plan, PLC meeting agendas and minutes

Summative Evaluation 1:

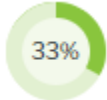
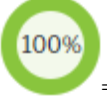
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) PLCs will be utilized to train instructional staff in the use of DMAC for data disaggregation and goal setting	Curriculum and Instruction Director and Campus Principals.	PLC agendas, minutes, and sign-in sheets, Summary of action plan.			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Bushland ISD will provide ongoing training, collaboration and implementation of innovative professional learning communities to foster a guaranteed and viable curriculum that incorporates best practices in instructional strategies and assessment for learning.

Performance Objective 2: 100% of professional development attended by staff will be aligned with the District and Campus Improvement Plans.

Evaluation Data Source(s) 2: Training agendas and sign-in sheets, certificates of completion

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Bushland Middle School instructional staff will attend trainings relevant to their area of instruction and aligned with district and campus goals. (i.e., inclusion practices, cross-curricular writing, differentiation practices, and aligning the TEKS to instructional practices)	Campus Principals and Curriculum and Instruction Director.	Training requests submitted to Campus Principals, certificates, training agendas and sign-in sheets.			
2) Implementation of strategies gained through professional development.	Campus Principals and Curriculum and Instruction Director	Observations and evaluations			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Bushland ISD will provide ongoing training, collaboration and implementation of innovative professional learning communities to foster a guaranteed and viable curriculum that incorporates best practices in instructional strategies and assessment for learning.

Performance Objective 3: Provide professional development for instructional staff on curriculum, RTI, and assessment that will provide knowledge for the focus of PLCs.

Evaluation Data Source(s) 3: Training agendas and sign-in sheets, PLC meeting agendas and minutes

Summative Evaluation 3:

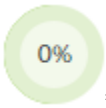
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Bushland Middle School campus level PLCs will be utilized to advise and guide instructional staff on the RTI process in regards to the Special Ed. referral process.	Campus Principals, Counselor and Special Ed. Director.	PLC agendas, minutes, and sign-in sheets.			
 = Accomplished  = No Progress  = Discontinue					

Goal 5: Bushland ISD will improve family and community involvement by providing multiple sources and opportunities for communication to and from all stakeholders.

Performance Objective 1: Provide multiple platforms of communication for our community with opportunities for training to utilize district resources.

Evaluation Data Source(s) 1: Use of multiple communication methods including automated phone messaging, website and social media. Sign-in sheets for parent meetings and Open House.

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Bushland Middle School teachers will maintain weekly updated grades, provide frequent communication with parents regarding student grades and concerns via updated campus/teacher webpages, parent portal, emails and/or calls home, and teacher conferences.	Campus Principals and instructional staff	Meeting agendas and meeting minutes, contact documentation, parent portal, web pages, School Messenger reports			
 = Accomplished  = No Progress  = Discontinue					

Goal 5: Bushland ISD will improve family and community involvement by providing multiple sources and opportunities for communication to and from all stakeholders.

Performance Objective 2: Provide multiple opportunities for parent and community involvement in the education of students.

Evaluation Data Source(s) 2: Event sign-in sheets, volunteer lists, meeting agendas and sign-in sheets

Summative Evaluation 2:

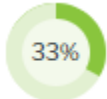
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Bushland Middle School will provide opportunities for trained substitute teachers and volunteers to work in the school.	Campus Principals	Substitute and Volunteer sign-in sheets. Feedback sheets from substitute teachers, at the end of instructional days when they serve.			
2) Parent and community involvement in Site-Based Decision Making Team (CLT) and SHAC meetings	Campus Principals, Committee Members	Meeting agendas, minutes, and sign-in sheets			
3) BMS will solicit opportunities for parents to participate in CLT and SHAC committees.	Campus Principals.	Participation, email correspondence, sign-in sheets and meeting agendas.			
 = Accomplished  = No Progress  = Discontinue					

Goal 6: Bushland ISD will involve all stakeholders in developing an organizational structure that supports all instructional and extracurricular programs within our fiscal and legislative parameters.

Performance Objective 1: Develop a plan to prepare for future growth that identifies needs for facilities, staff, and programs.

Evaluation Data Source(s) 1: Written plan; Master scheduling

Summative Evaluation 1:

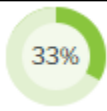
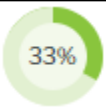
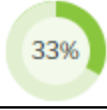
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Campus administrators will complete a needs assessment and collaborate with District Administrative Team regarding staffing needs for the 2016-17 school year.	Campus Principals, CLT Committee, District Administration Team.	Budget enrollment reports, and justification of needs			
2) Bushland Middle School will utilize enrollment data and projections to anticipate future campus growth needs in regard to facility and program limitations.	Superintendent, Campus Principals, program directors	Enrollment reports			
 = Accomplished  = No Progress  = Discontinue					

Goal 6: Bushland ISD will involve all stakeholders in developing an organizational structure that supports all instructional and extracurricular programs within our fiscal and legislative parameters.

Performance Objective 2: Evaluate the effectiveness of district programs and review policies and procedures to ensure consistency and purpose of outcomes.

Evaluation Data Source(s) 2: Student/Employee handbooks, administrative procedures manual, district policies and procedures manual; staff input.

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Bushland Middle School will regularly update staff on budget balances to ensure fiscal stewardship of local, state, and federal dollars.	Business Manager, Campus Principals, program directors	Periodic Balance Reports, End of year budget request forms.			
2) BMS will annually review projected changes in our enrollment numbers and staffing needs to support our programs, within the financial budgets set forth by BISD.	Superintendent, building Principals, Business Manager	Short and long-range planning with Superintendent and reports to School Board.			
 = Accomplished  = No Progress  = Discontinue					

Goal 7: Bushland ISD will provide all stakeholders with access to a technology infrastructure that supports both current and future needs.

Performance Objective 1: Provide technology services required to implement all district initiatives.

Evaluation Data Source(s) 1: Documentation; application and use

Summative Evaluation 1:

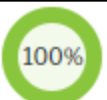
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Bushland Middle School will monitor, evaluate, and upgrade hardware and network to support the infrastructure to remain functional and efficient.	Superintendent, Technology Director, Campus Principals	Reliability and efficiency of network operations (computer, phone, etc.)			
 = Accomplished  = No Progress  = Discontinue					

Goal 7: Bushland ISD will provide all stakeholders with access to a technology infrastructure that supports both current and future needs.

Performance Objective 2: Implement an appropriate set of effective instructional strategies that integrate technology and prepare students to be successful in the 21st century.

Evaluation Data Source(s) 2: Walk-through data, lesson plans, training agendas and sign-in sheets, student/staff feedback

Summative Evaluation 2:

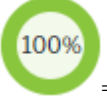
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Bushland Middle School will ensure ongoing training for staff on the implementation of instructional technology in the classroom.	Instructional Technology Coordinator, Curriculum and Instruction Director, and Campus Principals	Training agendas, sign-in sheets, and walk-throughs			
2) BMS 6th grade students will participate in a technology applications class, called Academic Enrichment, using ChromeBook computers.	Building Principals, Classroom Teachers	Participation grades for the class.			
3) Each 5th-6th student and each 7th-8th student have access to a technology device for the 1:1 initiative.	Technology Director, Curriculum and Instruction Director, Instructional Technology Coordinator, campus principals, and staff	Inventory records, walkthrough data			
 = Accomplished  = No Progress  = Discontinue					

Goal 7: Bushland ISD will provide all stakeholders with access to a technology infrastructure that supports both current and future needs.

Performance Objective 3: 100% of walkthroughs will measure technology used in the classroom.

Evaluation Data Source(s) 3: Walkthrough data, principal feedback

Summative Evaluation 3:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Campus administrators will conduct walkthroughs based upon the Fundamental 5 including the measured use of instructional technology.	Campus Principals	Documentation in DMAC			
 = Accomplished  = No Progress  = Discontinue					

Goal 8: Bushland ISD will continue to establish priorities for hiring and evaluating highly qualified staff and provide training and support on a continuous basis.

Performance Objective 1: BISD/BMS will continue to provide training and support in order to recruit the most qualified personnel and maintain 100% fully certified and highly qualified teachers and paraprofessionals in the district.

Evaluation Data Source(s) 1: Highly qualified compliance report, training agendas and sign-in sheets, highly qualified professionals and paraprofessionals worksheets

Summative Evaluation 1:

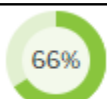
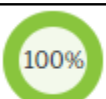
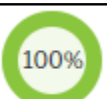
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Bushland Middle School will continue to implement consistent hiring procedures for reviewing applications and interviewing the most qualified applications in compliance with district guidelines.	Superintendent, Campus Principals, and Human Resources Personnel.	Written procedures completed on file and attendance at update trainings.			
2) We will continue to review applications and interview applicants who are in compliance with Highly Qualified requirements.	Superintendent, Campus Principals, and Human Resources Personnel.	Application and interview documentation.			
3) We will continue to utilize Talent Ed web-based system for accepting applications, evaluating applicants, and the selection of candidates to interview.	Superintendent, Campus Principals, and Human Resources Personnel.	Documentation provided by Talent Ed program.			
 = Accomplished  = No Progress  = Discontinue					

Goal 8: Bushland ISD will continue to establish priorities for hiring and evaluating highly qualified staff and provide training and support on a continuous basis.

Performance Objective 2: Create a consistent structure of required district professional development for all staff.

Evaluation Data Source(s) 2: training agendas and sign-in sheets

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Continue to require attendance at the BISD First Year Teacher Academy for all first year teachers.	Curriculum Director, Campus Principals	Certificates of completion			
2) Continue to require mandatory district-level training for all substitute teachers.	Curriculum Director, Campus Principals	Certificates of completion; access to AESOP system			
3) Continue to nominate experienced classroom teachers to be trained and receive the corresponding level of incentives to provide mentoring support to assigned teachers on the campus.	Curriculum and Instruction Director, Campus Principals, and Mentor Teachers.	Documentation of attendance at trainings and mentoring program activities.			
4) Continue to require Teachers new to BISD to attend new teacher orientation and training prior to the beginning of the school year.	Campus Principals	Documentation of attendance from sign-in sheets and certificates of completion.			
5) BISD will continue to provide teacher training opportunities on Student Holiday/Teacher work days.	Asst. Superintendent, Building Principals	Sign-in sheets for training, training agenda and notes.			
 = Accomplished  = No Progress  = Discontinue					

Campus Leadership Team

Committee Role	Name	Position
Administrator	Jack Turner	Principal
Administrator	Jessica Garrett	Asst. Principal
Cafeteria Director	Angie Wells	BISD Cafeteria Director
Classroom Teacher	Katie Billstrom	7th Grade Math
Classroom Teacher	Misty Berryman	6th Grade Math Teacher/Parent
Classroom Teacher	Kirk Merrell	8th Grade Woodshop/CTE
Classroom Teacher	Rhonni Pletcher	5th Grade Fine Arts
Classroom Teacher	Trena Rider	5th Grade Math/Parent
Classroom Teacher	Shanna Shultz	MTA Teacher/Parent
Classroom Teacher	Scott Sims	PE/Athletics/Parent
Classroom Teacher	Kay Smith	8th Grade Math/Parent
Classroom Teacher	Patrice Thompson	7th Grade Careers/CTE
Classroom Teacher	Chuck Tieman	Athletics/Admin Asst.
Counselor	Dawn Pearson	MS Counselor
Non-classroom Professional	Terri Moss	Special Education Director
Paraprofessional	Danae Sullins	Inclusion Teacher Aide
Parent	Rickey Bates	Parent/Community Rep.
Parent	Mark Boyett	Parent/Community Rep.
Technology	Ashleigh Sheets	Instructional Technology