

# **Bushland Independent School District**

## **Bushland Middle School**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Board Approval Date:** November 10, 2015

# **Mission Statement**

Together, we guide every student to reach their greatest potential.

## **Vision**

BUSHLAND STUDENTS TODAY...LEADERS TOMORROW!

## **Core Beliefs**

Faith, Unity, Integrity, Scholarship, Leadership, Work Ethic

# Table of Contents

|                                                                                                                                         |    |
|-----------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment                                                                                                          | 4  |
| Demographics                                                                                                                            | 4  |
| Student Achievement                                                                                                                     | 5  |
| School Culture and Climate                                                                                                              | 6  |
| Staff Quality, Recruitment, and Retention                                                                                               | 8  |
| Curriculum, Instruction, and Assessment                                                                                                 | 9  |
| Parent and Community Engagement                                                                                                         | 10 |
| School Context and Organization                                                                                                         | 11 |
| Technology                                                                                                                              | 12 |
| Priority Problem Statements                                                                                                             | 13 |
| Comprehensive Needs Assessment Data Documentation                                                                                       | 14 |
| Goals                                                                                                                                   | 16 |
| Goal 1: Bushland Middle School will provide the highest standard of education for all students.                                         | 16 |
| Goal 2: Bushland ISD will foster a curriculum that incorporates best practices in instructional strategies and assessment for learning. | 23 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bushland Middle School is comprised of the following Ethnic groups: White-403(84.3%), Hispanic-63(13.2%), American Indian-2(.4%), African American- 1(.2%), and Asian-2(.4%), Two or more races-7(1.5%). Other identified areas include: At-risk-128(26.8%), Special Ed.-64(13.4%), Gifted & Talented-57(11.9%), CTE Students-190(39.7%) ESL/LEP-5(1.0%), and Eco-Disadvantaged-89(18.6%).

This data is based upon the 2016-2017.

### 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 and projects planned per six weeks by each core content; Special Education/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, as well as other various needs addressed through the District Homeless liaison.

# **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". 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**

Bushland Middle School students, in most cases, continue to score at or above the State averages on the STAAR test in all grades and subject areas tested. 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.

# 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 begins with a love for students and teaching. All teachers and the majority of other staff were trained in Capturing Kids Hearts, which is a program that supports teaching the culture we are striving for. 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 an 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.

PLCs are meeting on a weekly basis, which is new this year. The meetings provide much needed time for teachers to communicate and collaborate in the efforts that we are making to enhance the culture and climate of this building.

Capturing Kids Hearts is proving to be a great resource for reaching all students, and supporting the idea of making our building the student's building. They are buying in to the program, and we are hoping to see changes not only in our staff, but the way students approach others as well.

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 Texas Panhandle and the Bushland community.

# 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, with the exception of one Physical Education teacher and coach. 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.

# 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.

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.

BMS is continuing to implement Empowering Writers in writing classes, and cross training to use the strategies in all content areas. The first area trained was social studies teachers. Mrs. Reed has a period to observe and/or model lessons for teachers. BMS is also focused on addressing 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 (PLCs) 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 data analysis. 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.

# **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.

# 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 477. 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 Special Education 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. Each assumes 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.

# Technology

## Technology Summary

BISD has a "one-to-one" district technology initiative, where all students have school provided devices. Middle school students in grades 5 & 6 have been issued Chrome Books that stay at school, and students in grades 7 & 8 have been issued Chrome books that they are allowed to take home each day. 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 Chrome Books 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 Chrome Books. BISD will continue to offer on-going professional development activities for instructional technology implementation in classrooms. BISD has also become a "Google-Based" district. Each Tuesday a technology representative is in the building to offer training, and assist with any technology issues that may arise.

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.

# 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
- 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)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

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

- Attendance data
- Discipline records
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

- Parent engagement 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 Middle School will provide the highest standard of education for all students.

**Performance Objective 1:** Increase the percentage at Approaches Grade Level or above for all subjects to 80% or higher on STAAR for all sub-populations.

**Evaluation Data Source(s) 1:** STAAR scores, TAPR

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Identify student needs and create class schedules and appropriate interventions.

| Strategy Description                                                                                                                                                         | ELEMENTS      | Monitor                                | Strategy's Expected Result/Impact                                          | Formative Reviews                                                                     |                                                                                       |                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                                                                                                                                              |               |                                        |                                                                            | Jan                                                                                   | Mar                                                                                   | June                                                                                  |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2<br>1) Identify students that fall in sub-populations where there is a need for improvement and provide instructional support. | 2.4, 2.5, 2.6 | Campus principals, instructional staff | Instructional needs of each student are met and achievement will increase. |    |    |    |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br>2) Provide intervention services for students based on progress monitoring data and assessment data.                 | 2.4, 2.5, 2.6 | Campus principals, intervention staff  | Instructional needs of each student are met and achievement will increase. |  |  |  |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br>3) Provide structured tutorials during school and after school for students identified in need of support            | 2.4, 2.5, 2.6 | Campus principals, instructional staff | Instructional needs of each student are met and achievement will increase. |  |  |  |

| Strategy Description                                                                                                                                                                                                                                                                                                                         | ELEMENTS      | Monitor                           | Strategy's Expected Result/Impact            | Formative Reviews                                                                   |                                                                                     |                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                              |               |                                   |                                              | Jan                                                                                 | Mar                                                                                 | June                                                                                |
| <b>Critical Success Factors</b><br>CSF 1<br><br>4) Dyslexia services will be provided to students who meet the district guidelines for qualification as a student with dyslexia and aligned with the Texas Dyslexia Handbook.                                                                                                                | 2.4, 2.5, 2.6 | Campus principals, dyslexia staff | Improved outcomes for students with dyslexia |  |  |  |
| <div>  = Accomplished            = No Progress            = Discontinue         </div> |               |                                   |                                              |                                                                                     |                                                                                     |                                                                                     |

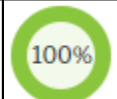
**Goal 1:** Bushland Middle School will provide the highest standard of education for all students.

**Performance Objective 2:** Increase the percentage at Masters Grade Level for all subjects to 20% or higher on STAAR.

**Evaluation Data Source(s) 2:** STAAR scores, TAPR

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** 20% met Master's Level in 7 of the 12 tested areas. Maintain this performance objective for all tested areas to reach 20%.

| Strategy Description                                                                                                                                                                                                                                                                                | ELEMENTS      | Monitor                                | Strategy's Expected Result/Impact                                   | Formative Reviews                                                                   |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                     |               |                                        |                                                                     | Jan                                                                                 | Mar                                                                                 | June                                                                                |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2<br><br>1) Identify students who are at Meets Grade Level on STAAR and provide rigorous instruction for increasing achievement.                                                                                                                       | 2.4, 2.5, 2.6 | Campus principals, instructional staff | Increased number of students reaching Masters Grade Level on STAAR. |  |  |  |
|  = Accomplished  = No Progress  = Discontinue |               |                                        |                                                                     |                                                                                     |                                                                                     |                                                                                     |

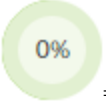
**Goal 1:** Bushland Middle School will provide the highest standard of education for all students.

**Performance Objective 3:** Develop a plan to prepare for future campus growth that identifies needs for facilities, staff, and programs.

**Evaluation Data Source(s) 3:** 5-Year Strategic Plan

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Seek input from all stakeholders regarding facilities, staffing and program needs.

| Strategy Description                                                                                                                                                                                                                                                                                                                               | ELEMENTS | Monitor                                                               | Strategy's Expected Result/Impact                      | Formative Reviews                                                                   |                                                                                     |                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                    |          |                                                                       |                                                        | Jan                                                                                 | Mar                                                                                 | June                                                                                |
| <b>Critical Success Factors</b><br>CSF 2 CSF 3 CSF 5 CSF 6 CSF 7<br>1) Solicit feedback from administrators and site-based committees regarding instructional programs, staffing, and facility needs.                                                                                                                                              | 2.5, 3.2 | Superintendent                                                        | Identify areas of need and strategies for improvement. |  |  |  |
| <b>Critical Success Factors</b><br>CSF 2 CSF 3 CSF 5 CSF 6 CSF 7<br>2) Utilize enrollment data and projections to anticipate future campus growth and facility/program needs.                                                                                                                                                                      | 2.5      | Superintendent, campus principals                                     | Identify areas of need and strategies for improvement. |  |  |  |
| <b>Critical Success Factors</b><br>CSF 7<br>3) Recruit highly effective personnel in all positions by attending job fairs and posting vacancies on multiple sites and retain them by providing ongoing support such as New Teacher Academy and Mentoring program.                                                                                  |          | Superintendent, Assistant Superintendent, Director, Campus principals | All positions filled by highly effective personnel.    |  |  |  |
| <div>  = Accomplished            = No Progress            = Discontinue         </div> |          |                                                                       |                                                        |                                                                                     |                                                                                     |                                                                                     |

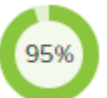
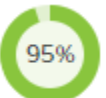
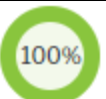
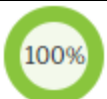
**Goal 1:** Bushland Middle School will provide the highest standard of education for all students.

**Performance Objective 4:** Implement an effective behavior management plan.

**Evaluation Data Source(s) 4:** Social contracts, office referrals, campus culture

**Summative Evaluation 4:** Met Performance Objective

**Next Year's Recommendation 4:** Review, monitor and reinforce Capturing Kid's Hearts procedures. Review and make necessary revisions to the Student Code of Conduct and the the Middle School Student Handbook.

| Strategy Description                                                                                                                                                                                                                                                                                                                                     | ELEMENTS | Monitor                                                | Strategy's Expected Result/Impact                                                                                                                                                                   | Formative Reviews                                                                     |                                                                                       |                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                          |          |                                                        |                                                                                                                                                                                                     | Jan                                                                                   | Mar                                                                                   | June                                                                                  |
| <b>Critical Success Factors</b><br>CSF 3 CSF 4 CSF 6<br><br>1) Train teachers in Capturing Kids Hearts and implement the program at the campus                                                                                                                                                                                                           | 2.5, 2.6 | Campus principals, instructional staff                 | Strong relationships between students and staff result in fewer discipline issues.                                                                                                                  |    |    |    |
| <b>Critical Success Factors</b><br>CSF 5 CSF 6<br><br>2) Educate students and staff on prevention of bullying and how to use Stop-It for reporting any bullying instances.                                                                                                                                                                               | 2.5, 2.6 | Liaison officers, campus principals, campus counselors | Less instances of students being bullied.                                                                                                                                                           |    |    |    |
| <b>Critical Success Factors</b><br>CSF 3 CSF 5 CSF 6<br><br>3) The Reach 4 Greatness curriculum will be implemented at all campuses and address the following student issues: bullying, drug awareness/prevention, conflict resolution, character, leadership, social media and internet safety, relationships, dating violence, and suicide prevention. | 2.5, 2.6 | Campus principals, instructional staff                 | Reach 4 Greatness implemented and completed by the end of the school year.                                                                                                                          |    |    |    |
| <b>Critical Success Factors</b><br>CSF 5 CSF 6<br><br>4) Selected staff will be provided with Handle With Care training and updates.                                                                                                                                                                                                                     | 2.5, 2.6 | Principals, counselor, Handle with Care trainer        | Staff prepared to handle crisis situations, staff that are trained to diffuse a critical situation, and not escalate behaviors. This training also teaches appropriate restraints as a last resort. |  |  |  |
| <div>  = Accomplished            = No Progress            = Discontinue         </div>       |          |                                                        |                                                                                                                                                                                                     |                                                                                       |                                                                                       |                                                                                       |

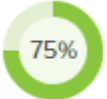
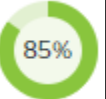
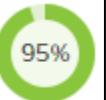
**Goal 1:** Bushland Middle School will provide the highest standard of education for all students.

**Performance Objective 5:** Implement drop-out prevention strategies and attendance incentives for all students.

**Evaluation Data Source(s) 5:** Drop-out prevention plan, attendance rate

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 5:** Provide administrative staff training in the updated steps for filing in court for students in violation of compulsory attendance laws.

| Strategy Description                                                                                                                                                                                                                                                                                                                         | ELEMENTS | Monitor                              | Strategy's Expected Result/Impact | Formative Reviews                                                                   |                                                                                     |                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                              |          |                                      |                                   | Jan                                                                                 | Mar                                                                                 | June                                                                                |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5<br>1) Provide attendance incentives, increase attendance awareness, and communicate with parents about attendance.                                                                                                                                                          | 2.5, 2.6 | Superintendent, campus principals    | 97% or higher attendance rate     |  |  |  |
| 2) Provide intensive instructional support to identified at-risk students through credit recovery and accelerations for students who did not meet standards on any STAAR assessments.                                                                                                                                                        |          | Campus principals, campus counselors | 100% graduation rate              |  |  |  |
| <div>  = Accomplished            = No Progress            = Discontinue         </div> |          |                                      |                                   |                                                                                     |                                                                                     |                                                                                     |

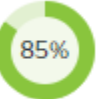
**Goal 1:** Bushland Middle School will provide the highest standard of education for all students.

**Performance Objective 6:** Continuously monitor and improve special programs based on student need and identification.

**Evaluation Data Source(s) 6:** Policy and procedure manuals, TEA accountability data, PBMAS report

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 6:** Full implementation of CARE team to track and refer students to special education. Also follow prescribed protocols for G/T referrals.

| Strategy Description                                                                                                                                                                                                                                                                                                                            | ELEMENTS | Monitor                                                                 | Strategy's Expected Result/Impact                     | Formative Reviews                                                                   |                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                 |          |                                                                         |                                                       | Jan                                                                                 | Mar                                                                                 | June                                                                                |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 6<br><br>1) Streamline identification for special programs on and between campuses.                                                                                                                                                                                                    | 2.5, 2.6 | Principals, program coordinators                                        | Procedure documentations, student files               |  |  |  |
| <b>Critical Success Factors</b><br>CSF 1<br><br>2) GT students will participate in various activities throughout the year.                                                                                                                                                                                                                      | 2.5, 2.6 | Principals, program coordinators, interventionists, instructional staff | Progress monitoring, student progress notes           |  |  |  |
| 3) Provide frequent communication with parents of students in special programs.                                                                                                                                                                                                                                                                 | 3.2      | Principals, interventionists, special education staff                   | Progress notes and improved relationship with parents |  |  |  |
| <div>  = Accomplished            = No Progress            = Discontinue         </div> |          |                                                                         |                                                       |                                                                                     |                                                                                     |                                                                                     |

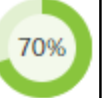
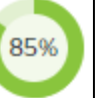
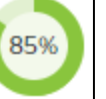
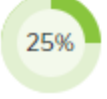
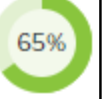
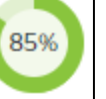
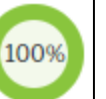
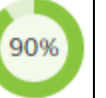
## Goal 2: Bushland ISD will foster a curriculum that incorporates best practices in instructional strategies and assessment for learning.

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

**Evaluation Data Source(s) 1:** PLC Schedule, PLC agendas, PLC notes

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Evaluate and refine PLC practices from the 2018-2019 school in order to increase the focus on student achievement.

| Strategy Description                                                                                                                                                                                     | ELEMENTS      | Monitor                                                          | Strategy's Expected Result/Impact                                                           | Formative Reviews                                                                     |                                                                                       |                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                                                                                                                                                                          |               |                                                                  |                                                                                             | Jan                                                                                   | Mar                                                                                   | June                                                                                  |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 7<br>1) Administer Quick Checks and assessments to identify student mastery of the TEKS.                                                              | 2.4, 2.6      | Campus principals, instructional staff                           | Adjust instruction based on data                                                            |    |    |    |
| <b>Critical Success Factors</b><br>CSF 1 CSF 7<br>2) Implement Empowering Writers as the district writing curriculum.                                                                                    | 2.4, 2.5, 2.6 | Campus principals                                                | Increased mastery of writing knowledge and skills, increased STAAR scores in writing.       |    |    |    |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4 CSF 7<br>3) Use Data Rooms and DMAC to disaggregate achievement data and adjust instruction for increased student achievement.                      | 2.4, 2.5, 2.6 | Campus principals, instructional staff                           | Instructional needs of each student are met and achievement will increase.                  |   |   |   |
| <b>Critical Success Factors</b><br>CSF 1 CSF 4 CSF 7<br>4) Each grade level/subject uses a Year-at-a-Glance that is aligned to the TEKS and covers all assessed student expectations in a timely manner. | 2.4, 2.5, 2.6 | Assistant superintendent, campus principals, instructional staff | Instruction is aligned to the depth and complexity of the TEKS                              |                                                                                       |  |  |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7<br>5) Instructional staff will attend professional development aligned with instructional needs as determined by data.                  | 2.4, 2.5, 2.6 | Campus principals                                                | Professional development will help instructional staff with increasing student achievement. |  |  |  |

| Strategy Description                                                                                                                                                               | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews |     |      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|-----------------------------------|-------------------|-----|------|
|                                                                                                                                                                                    |          |         |                                   | Jan               | Mar | June |
| <div><div><div></div><div>100%</div></div><div>= Accomplished</div><div><div></div><div>0%</div></div><div>= No Progress</div><div><div></div></div><div>= Discontinue</div></div> |          |         |                                   |                   |     |      |

**Goal 2:** Bushland ISD will foster a curriculum that incorporates best practices in instructional strategies and assessment for learning.

**Performance Objective 2:** Provide multiple platforms of communication for our community with opportunities for training to utilize district resources.

**Evaluation Data Source(s) 2:** School Messenger, Social Media, mail-outs

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

| Strategy Description                                                                                                                                                                                                                                                                                | ELEMENTS | Monitor                                                            | Strategy's Expected Result/Impact                          | Formative Reviews                                                                   |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                     |          |                                                                    |                                                            | Jan                                                                                 | Mar                                                                                 | June                                                                                |
| <b>Critical Success Factors</b><br>CSF 1 CSF 3 CSF 4 CSF 5 CSF 6<br>1) Provide frequent campus level communication with parents via updated district/campus/teacher web pages, parent portal, emails, calls home, teacher conferences, social media, and informational videos.                      | 3.2      | Superintendent, assistant superintendent, campus principals, staff | Parents are well informed of school events and information |  |  |  |
|  = Accomplished  = No Progress  = Discontinue |          |                                                                    |                                                            |                                                                                     |                                                                                     |                                                                                     |