Pflugerville Independent School District

Bohls Middle School

2023-2024 Board Approved

Board Approval Date: October 19, 2023

Mission Statement

Broncos have an unwavering dedication to create a safe and inclusive educational community while nurturing a growth mindset to foster lifelong learners who discover their fullest potential.

Vision

Bohls Broncos cultivate leaders who serve with courage and integrity to transform our community. We will be Unstoppable!

Value Statement

Campus Motto: "Be the change in our world with service before self and excellence in everything you do…Be Unstoppable!"

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Demographics Summary

Students

Bohls Middle School opened in August 2021 as the seventh and newest middle school campus in Pflugerville ISD. The initial Fall 2022 enrollment was 803 students across 6th-8th grade, and grew to an enrollment of 885 students by the spring of 2023. The campus is named after one of the community's founding families and is built on land that included one of the Bohls family's first farms. Bohls Middle School is located in a fast growing area of the city and has a projected enrollment of 925 students for the fall semester of 2023. We are a minority-majority campus as we have 80% non-white students.

Student Demographics - Bohls Middle School (Source: OnDataSuite)			
	2021-2022	**2022-2023**	**2023-2024**
Total Enrollment	**803**	**885**	**862**
Hispanic-Latino	49.44%	50.62%	49.%
American Indian - Alaskan Native	0.00%	0.00%	.5%
Asian	8.47%	8.81%	10.7%
Black - African American	14.32%	15.37%	19.1%
Native Hawaiian - Pacific Islander	0.37%	0.23%	0.5%
White	21.92%	19.89%	19.5%
Two-or-More	5.48%	5.08%	5.9%

Bohls Mddle School Population (Source: OnDataSuite)			
	2021-2022	**2022-2023**	**2023-2024**
6th Grade	39.35% (316)	33.22% (294)	32.1% (276)

Bohls Mddle School Population (Source: OnDataSuite)			
7th Grade	33.50% (269)	36.61% (324)	31.1% (268)
8th Grade	27.15% (218)	30.17% (267)	36.9% (318)

Bohls Middle School is a Title I campus with 37% of students identified as economically disadvantaged as of SEP 20, 2023, a decrease of more than 11 percentage points from the prior year. Of students, Emergent Bilingual students comprise 31%, 12% receive special education services, 11% are identified as Gifted and Talented, 6% receive dyslexia services, and 10% qualify for services under Section 504. 56% of Bohls Middle School students are considered Academic At Risk students .

Student Special Program Identification/Participation - Bohls Middle School (Source: BMS TAPR & OnDataSuite)			
	2021-2022	**2022-2023**	**2023-2024**
Economically Disadvantaged	44.3%	47.80%	37%
Emergent Bilingual	25.7%	28.47%	30.6%
At-Risk	55.6%	53.81%	50.7%
Special Education	10.8%	11.98%	12%
Gifted & Talented	11.1%	11.19%	11.9%
Dyslexia	6.0%	6.10%	7.2%
Section 504	9.4%	11.19%	10.2%
Immigrant	1.2%	1.29%	1.3%
Homeless	1.49%	0.68%	0.4%
Migrant	0.00%	0.00%	0.0%
Mobility Rate	0.00%	0.00%	0.00%

Our Average Daily Attendance rate for the 2022-2023 school year is 93.3%. This percentage is slightly lower to district middle school average. Our previous year's ADA during the 2021-2022 school year was 92.2%, slightly below the district's middle school average of 92.9%. In comparison there is a over a 1%

point increase from the previous year.

Staff

Bohls Middle School maintains a goal of hiring staff who represent the diversity of our student population and community.

Staff Information (Source: BMS TAPR)	
2021-2022	**2022-2023**
Total Staff 72 • Professional Staff: 89.0% • Teachers 73.1% • Professional Support 10.3% • Campus Administration (School Leadership) 5.6% • Educational Aides: 11.0% • Total Minority Staff: 41.6%	**80** 9.2% 74% 9.9% 5.1% 11% 45.6%

In our first year, 67.5% of BMS teachers identified as white, while 78% of students identified as an ethnicity other than white. Currently, 55.4% of BMS teachers identify as white, while 80% of our students identify as an ethnicity other than white. Because of this, Bohls Middle School teacher demographics are not representative of our goals for staff to student demographics.

Teacher Demographics - Bohls Middle School (Source: BMS TAPR)			
	2021-2022	**2022-2023**	**2022-2023**
Total Teachers	**61.5**	**59.5**	**66.5**
African American	7.9%	14%	18%
Hispanic	22.7%	25%	26%
White	67.5%	56%	50%
American Indian	0%	0%	0%
Asian	1.9%	2%	0%
Pacific Islander	0%	0%	0%
Two or More Races	0%	3%	6%

When Bohls MS opened, new to the profession and experienced teachers were hired to fulfill the responsibilities. Most teachers hired had 6 to 30 years of teaching experience. On the opposite side of this, Bohls MS opened during a time in which students and staff were returing to schools fulltime after COVID 19, and therefore, experienced difficulties with finding hightly qualified teachers for every classroom. Because of this, the campus worked with programs at local universities and programs such as iTeach to hire new teachers.

Teachers by Years of Experience (Source: BMS TAPR)			
	2021-2022	**2022-2023**	**2023-2024**
Beginning Teachers	2.5%	10.5%	6%
1-5 Years Experience	36.5%	23.9%	59.5%
6-10 Years Experience	23.9%	22.3%	21%
11-20 Years Experience	31.0%	32.3%	7%
21-30 Years Experience	6.1%	10.9%	6%
Over 30 Years Experience	0.0%	0%	.5%

BMS aspires to be a positive environment that attracts highly qualified teachers and maintains a high retention rate.

Teacher Retention (Source: OnDataSuite)			
	2021 - 2022	**2022 -2023**	**2023 - 2024**
Retention From Prior Year %	0%	68.85%	90%
Mobility New to Campus %	0%	9.83%	.3%
Mobility Left Campus %	0%	3.27%	.5%
New to District %	0%	26.22%	18%
Left District %	0%	27.86%	9%

*New to district is higher % as a result of BMS receiving 5 additional FTEs

Community

It is projected that BMS will have a 7% to 15% student growth for the next several years as reflected in the chart below. BMS is projected to be the fastest growing middle school for

the next 10 years. BMS school will be growing faster than the district rate and up to a third of the student enrollment will come from families who move into the area. Due to new home construction, we anticipate to receive new students throughout each school year. Currently our student population growth is aligned with district projections with a margin of error of 70 to 80 students based on the time of the snapshot. There is several housing construction projects being finalized on our attendance zone which will close the margin of error in the next academic semester.

CAMPUS	Capacity	Architectural Capacity	2019/20	Fall 2020/21	ENROLLMENT PROJECTIONS									
					2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
CELE MIDDLE SCHOOL	1,215	1,250	1,305	1,267	774	797	812	841	897	937	1,005	1,045	1,087	1,113
DESSAU MIDDLE SCHOOL	1,000	1,300	799	802	758	789	803	813	846	905	975	1,038	1,047	1,061
KELLY LANE MIDDLE SCHOOL	1,101	1,200	1,137	1,096	1,069	1,043	1,059	1,062	1,059	1,061	1,088	1,122	1,138	1,103
PARK CREST MIDDLE SCHOOL	1,004	1,300	967	975	951	930	889	871	914	947	963	972	981	989
BOHLS MIDDLE SCHOOL	1,219	1,500	N/A	N/A	767	846	925	978	1,051	1,135	1,259	1,381	1,483	1,563

Demographics Strengths

The most significant strength of Bohls Middle School continue to be our diverse student population. We continue having an array of cultures and backgrounds that, collectively, benefit our community. We have a remarkable group of dedicated students that have adapted to the new school and demands coming from COVID-19 Challenges, we continue recruiting and retaining committed teachers and supportive parents for our different engagement opportunities. The diversity in our demographics is something we view as one of our greatest strength.

Our teacher demographics are getting closer to our student population, and we have observed an increase in the number of minority teachers considering BMS as one of their options. Specifically, we have seen a rise in African American, Hispanic, and individuals identifying as two or more races

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Hispanic and SPED student groups reflects large achievement gap academically or behaviorally.   **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations which has not been consistently nor clearly communicated to staff at BMS due to administrative turn over.

Problem Statement 2 (Prioritized): The campus has gone through several transitions in the last 2 years, which have impacted the school's ability to effectively communicate and engage with the community in support of academics and character initiatives. As a result, the cultivation of SEL initiatives has been delayed and will need to be a focal point for the 2023-2024 school year   **Root Cause:** Staff, students, and community do not yet share a common vision, mission and value set.

Problem Statement 3 (Prioritized): Upbeat data shows that 52% of staff view teacher voice and leadership opportunities negatively and 43% view appreciation negatively.   **Root Cause:** Failure to implement strategies in the CIP regarding PBIS for teachers, lack of regular recognition from campus administration, and lack of team building opportunities that develop trust.

Student Learning

Student Learning Summary

Bohls MS uses Star360 Screeners in math and reading (at Beginning, Middle and End of Year) and the TEA Interim Assessments to monitor student progress/growth throughout the year. BMS also assesses students' mastery of content and need for re-teach with the District 9-week assessments.

2022-2023 Star360 Reading and Math Screener Results

Students are assessed with the Renaissance Star reading and math assessments as a universal screener to identify students who are at-risk for reading and/or math readiness, or who need intervention. Students are assessed three times per year, at the BOY, MOY, and EOY. Below are the most current BOY to MOY comparison results for BMS students:

2022-2023 STAAR Interim and STAAR scores

Overall school scores for Mathematics and Reading and their comparison to State Academic Achievement Targets for each student group.

Mathematics

2022-2023 Math, Grade 6	Interim Math Assessment - Window 1 (Attempt 1)							Interim Math Assessment - Window 3 (Attempt 1)							May 2023 STAAR				Target
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	
Bohls Middle	284	56.34%	16.20%	3.52%	60.47%	21.21%	4.93%	268	75.75%	32.84%	5.97%	74.11%	33.15%	7.87%	278	70.14%	28.06%	8.63%	46%
Economic Disadvantage	99	43.43%	11.11%	2.02%	51.19%	15.01%	2.65%	97	63.92%	27.84%	5.15%	64.12%	25.93%	5.80%	97	55.67%	23.71%	5.15%	36%
Asian	23	65.22%	30.43%	17.39%	73.96%	36.35%	15.09%	23	86.96%	47.83%	13.04%	82.52%	47.17%	14.83%	23	78.26%	43.48%	21.74%	82%
Black/ African American	40	52.50%	12.50%	2.50%	60.15%	18.25%	4.30%	37	72.97%	21.62%	2.70%	69.51%	24.46%	5.11%	41	73.17%	21.95%	12.20%	31%
Hispanic	150	50.67%	10.67%	1.33%	54.17%	15.31%	2.66%	142	71.13%	28.87%	4.23%	70.25%	29.57%	6.60%	147	62.58%	23.13%	4.76%	40%
Native Hawaiian/ Pacific Islander	1	0%	0%	0%	28%	1%	1%	1	100%	0%	0%	93%	12%	1%	1	100%	0%	0%	-
Two or More Races	19	68.42%	5.26%	0%	71.89%	21.37%	1.68%	17	88.24%	52.94%	5.88%	85.88%	47.47%	6.18%	18	88.89%	33.33%	0%	54%
White	51	68.63%	33.33%	5.88%	69.57%	34.39%	8.80%	48	81.25%	39.58%	10.42%	80.48%	39.06%	11.15%	48	79.17%	39.58%	14.58%	59%
Currently Emergent Bilingual	89	44.94%	7.87%	1.12%	51.75%	12.88%	2.15%	87	65.52%	28.74%	4.60%	67.02%	28.09%	6.32%	87	57.47%	22.99%	2.30%	40%

2022-2023 Math, Grade 6

	Interim Math Assessment - Window 1 (Attempt 1)							Interim Math Assessment - Window 3 (Attempt 1)							May 2023 STAAR				
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Target
Second Year of Monitoring	1	100%	100%	100%	99%	99%	63%	1	100%	100%	100%	99%	99%	81%	1	100%	100%	100%	-
Special Ed Indicator	38	34.21%	5.26%	2.63%	41.50%	10.11%	3.32%	35	57.14%	17.14%	2.86%	59.43%	16.09%	3.86%	39	46.15%	7.69%	2.56%	23%

2022-2023 Math, Grade 7

	Interim Math Assessment - Window 1 (Attempt 1)							Interim Math Assessment - Window 3 (Attempt 1)							May 2023 STAAR				
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Target
Bohls Middle	179	32.40%	5.03%	1.12%	35.91%	8.86%	1.93%	112	41.07%	7.14%	1.79%	43.02%	11.92%	3.59%	170	43.53%	18.24%	1.18%	46%
Economic Disadvantage	67	19.40%	1.49%	0%	28.37%	5.43%	1.07%	42	28.57%	2.38%	0%	33.88%	6.43%	1.98%	63	33.33%	15.87%	0%	36%
Asian	7	71.43%	0%	0%	70.29%	18.29%	0.86%	4	50%	0%	0%	49.50%	13.25%	1%	5	80%	60%	0%	82%
Black/ African American	29	13.79%	0%	0%	19.38%	1.31%	0.93%	17	47.06%	5.88%	0%	47.06%	8.41%	1.35%	29	41.38%	3.45%	0%	31%
Hispanic	94	29.79%	5.32%	1.06%	32.71%	8.20%	2.16%	59	38.98%	5.08%	1.69%	39.86%	8.61%	3.93%	91	37.36%	16.48%	0%	40%
Two or More Races	9	33.33%	11.11%	11.11%	36.56%	16.67%	6.78%	5	60%	20%	20%	60.80%	29.60%	20.60%	9	44.44%	22.22%	11.11%	54%
White	40	45%	7.50%	0%	49.25%	12.48%	1.20%	27	37.04%	11.11%	0%	43.11%	17.89%	1.48%	36	55.56%	27.78%	2.78%	59%
Currently Emergent Bilingual	51	25.49%	3.92%	0%	30.73%	6.33%	1.20%	34	44.12%	5.88%	2.94%	44.35%	12.18%	4.88%	53	33.96%	16.98%	0%	40%
Fourth Year of Monitoring	1	0%	0%	0%	0%	0%	0%	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Indicator	37	13.51%	0%	0%	17.92%	2.49%	0.97%	26	15.38%	0%	0%	22%	3.31%	1%	36	16.67%	5.56%	0%	23%

2022-2023 Math, Grade 8

	Interim Math Assessment - Window 1 (Attempt 1)							Interim Math Assessment - Window 3 (Attempt 1)							May 2023 STAAR				
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Target
Bohls Middle	285	48.77%	24.56%	1.75%	50.37%	25.81%	4.81%	254	61.42%	28.35%	4.33%	63.35%	30.20%	5.72%	303	77.56%	50.16%	17.82%	46%
Economic Disadvantage	96	40.62%	18.75%	2.08%	43.69%	20.13%	4%	85	54.12%	22.35%	2.35%	57.94%	25.31%	4.44%	109	71.56%	40.37%	11.93%	36%
Asian	31	80.65%	64.52%	9.68%	78.23%	59.16%	15.97%	31	83.87%	54.84%	12.90%	85.74%	58.10%	15.16%	32	96.88%	93.75%	56.25%	82%

2022-2023 Math, Grade 6

2022-2023 Math, Grade 6	Interim Math Assessment - Window 1 (Attempt 1)							Interim Math Assessment - Window 3 (Attempt 1)							May 2023 STAAR				Target
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	
Black/African American	42	33.33%	14.29%	0%	38.02%	16.07%	2.02%	34	61.76%	29.41%	2.94%	62.29%	31.68%	3.24%	43	60.47%	39.53%	18.60%	31%
Hispanic	147	43.54%	19.73%	0.68%	46.50%	21.65%	3.80%	132	50%	20.45%	2.27%	54.58%	21.81%	4.33%	162	73.46%	43.21%	10.49%	40%
Native Hawaiian/Pacific Islander	1	100%	100%	0%	99%	89%	7%	1	100%	100%	0%	99%	86%	1%	1	100%	100%	0%	-
Two or More Races	10	40%	10%	0%	39.90%	13%	0.80%	7	85.71%	28.57%	0%	74.86%	29%	1%	11	72.73%	54.55%	0%	54%
White	54	57.41%	24.07%	1.85%	55.57%	26.76%	4.04%	49	73.47%	30.61%	6.12%	71.16%	33.14%	5.98%	54	92.59%	51.85%	20.37%	59%
Currently Emergent Bilingual	80	35%	16.25%	2.50%	38.74%	18.45%	4.38%	72	37.50%	13.89%	2.78%	45.26%	16.96%	3.63%	86	62.79%	32.56%	10.47%	40%
Fourth Year of Monitoring	5	60%	20%	0%	58.20%	23.60%	2.20%	4	100%	50%	0%	94.25%	48.50%	2.75%	5	100%	80%	20%	-
Second Year of Monitoring	1	0%	0%	0%	9%	1%	1%	1	100%	0%	0%	90%	13%	1%	1	100%	100%	0%	-
Third Year of Monitoring	1	100%	100%	0%	99%	99%	37%	1	100%	100%	100%	99%	99%	96%	1	100%	100%	100%	-
Special Ed Indicator	19	15.79%	5.26%	0%	19.05%	7.42%	1.16%	18	33.33%	11.11%	0%	32.22%	12.28%	1.06%	22	40.91%	13.64%	0%	23%

2022-2023 Algebra

2022-2023 Algebra	Interim Math Assessment - Window 1 (Attempt 1)							Interim Math Assessment - Window 3 (Attempt 1)							May 2023 STAAR				Target
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	
Bohls Middle	86	67.44%	20.93%	6.98%	65.78%	22.29%	9.94%	81	85.19%	54.32%	27.16%	84.48%	54.81%	30.98%	85	95.29%	72.94%	40%	46%
Economic Disadvantage	22	59.09%	18.18%	4.55%	58.05%	17.55%	7.14%	18	66.67%	44.44%	22.22%	67.94%	42.17%	25.89%	20	100%	60%	35%	36%
Asian	10	100%	60%	40%	90.70%	58.30%	39.20%	11	81.82%	72.73%	63.64%	87.36%	71.55%	62.36%	11	100%	90.91%	72.73%	82%
Black/African American	16	50%	6.25%	0%	49.63%	6.56%	1%	15	80%	53.33%	20%	80.33%	59.20%	32.07%	14	100%	78.57%	50%	31%
Hispanic	31	67.74%	16.13%	0%	65.03%	17.35%	6.03%	29	75.86%	27.59%	10.34%	76.97%	31.07%	11.52%	32	90.62%	53.12%	21.88%	40%
Two or More Races	8	50%	25%	0%	46.50%	22.50%	6.13%	7	100%	71.43%	42.86%	91.71%	71.86%	43.71%	7	85.71%	71.43%	42.86%	54%
White	21	71.43%	19.05%	9.52%	74.67%	24.33%	10.05%	19	100%	78.95%	31.58%	94.89%	71.63%	36.95%	21	100%	90.48%	42.86%	59%

2022-2023 Math, Grade 6	Interim Math Assessment - Window 1 (Attempt 1)							Interim Math Assessment - Window 3 (Attempt 1)							May 2023 STAAR				Target
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	
Currently Emergent Bilingual	16	62.50%	18.75%	6.25%	66.94%	23%	10.81%	17	70.59%	52.94%	17.65%	73.88%	49.82%	23.88%	17	94.12%	58.82%	35.29%	40%
Second Year of Monitoring	1	100%	0%	0%	98%	15%	1%	1	100%	100%	0%	99%	77%	6%	1	100%	100%	100%	-

Reading

2022-2023 Reading, Grade 6	Interim Reading Assessment - Window 1 (Attempt 1)							Interim Reading Assessment - Window 3 (Attempt 1)							May 2023 STAAR				Target
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	
Bohls Middle	287	67.25%	40.77%	19.86%	67.67%	42.52%	21.68%	264	67.80%	41.67%	17.80%	67.10%	40.55%	18.62%	281	77.94%	55.87%	25.62%	44.00%
Economic Disadvantage	99	58.59%	28.28%	15.15%	58.17%	30.91%	16.56%	91	59.34%	29.67%	8.79%	57.47%	29.84%	11.20%	98	66.33%	41.84%	17.35%	33.00%
Asian	25	80%	60%	32%	79.96%	59.88%	34.24%	25	88%	68%	24%	83.08%	60.84%	28.24%	25	84%	76%	52%	74.00%
Black/ African American	40	80%	45%	17.50%	75.40%	47.15%	19.38%	36	66.67%	36.11%	19.44%	67%	37.44%	18.50%	41	85.37%	60.98%	26.83%	32.00%
Hispanic	152	55.92%	28.95%	16.45%	58.21%	32.55%	17.10%	139	58.99%	30.94%	12.23%	58.58%	30.51%	12.89%	147	70.75%	42.86%	14.97%	37.00%
Native Hawaiian/ Pacific Islander	1	100%	0%	0%	74%	9%	1%	1	100%	0%	0%	89%	13%	1%	1	100%	100%	0%	
Two or More Races	19	84.21%	42.11%	10.53%	81.89%	50.05%	20.05%	17	76.47%	58.82%	17.65%	81%	53.18%	18.76%	18	88.89%	72.22%	33.33%	56.00%
White	50	78%	64%	30%	78.54%	58.22%	32.18%	46	80.43%	58.70%	30.43%	78.65%	58.24%	31.11%	49	85.71%	73.47%	40.82%	60.00%
Currently Emergent Bilingual	90	47.78%	22.22%	12.22%	49.63%	24.88%	12.74%	84	50%	27.38%	7.14%	50.33%	26.14%	9.24%	84	61.90%	38.10%	11.90%	29.00%
Second Year of Monitoring	1	100%	0%	0%	97%	47%	5%	1	100%	100%	0%	99%	58%	6%	1	100%	100%	0%	
Special Ed Indicator	39	30.77%	20.51%	10.26%	34.41%	20.92%	10.44%	34	35.29%	23.53%	14.71%	37.21%	22.68%	14.88%	38	42.11%	21.05%	7.89%	19.00%

2022-2023 Reading, Grade 6	Interim Reading Assessment - Window 1 (Attempt 1)						Interim Reading Assessment - Window 3 (Attempt 1)						May 2023 STAAR				Target
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	

2022-2023 Reading, Grade 7	Interim Reading Assessment - Window 1 (Attempt 1)						Interim Reading Assessment - Window 3 (Attempt 1)						May 2023 STAAR				Target
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	
Bohls Middle	299	70.23%	36.45%	12.04%	68.24%	37.22%	17.79%	271	64.94%	39.48%	21.40%	65.94%	40.57%	22.59%	303	74.26%	54.46%	24.09%	44.00%
Economic Disadvantage	102	63.73%	26.47%	5.88%	63.11%	29.31%	12.20%	88	54.55%	26.14%	11.36%	56.59%	28.82%	13.84%	105	68.57%	41.90%	15.24%	33.00%
Asian	29	79.31%	48.28%	24.14%	80.59%	51.76%	27.59%	29	82.76%	58.62%	44.83%	82.17%	60.59%	39.76%	29	86.21%	75.86%	44.83%	74.00%
Black/ African American	46	69.57%	28.26%	8.70%	65.96%	30.35%	12.59%	40	62.50%	37.50%	17.50%	66.60%	39.78%	20.68%	46	78.26%	58.70%	19.57%	32.00%
Hispanic	143	63.64%	32.87%	11.19%	63.15%	34.40%	16.22%	128	60.16%	33.59%	16.41%	61.27%	34.73%	17.84%	151	66.23%	45.03%	19.87%	37.00%
Native Hawaiian/ Pacific Islander	1	100%	100%	0%	99%	73%	20%	1	100%	0%	0%	75%	5%	1%	1	100%	100%	0%	
Two or More Races	14	71.43%	50%	21.43%	71.57%	45.50%	28.50%	10	70%	50%	30%	67.60%	48.70%	27.90%	13	84.62%	61.54%	23.08%	56.00%
White	66	80.30%	40.91%	9.09%	74.24%	39.45%	18.21%	63	66.67%	42.86%	22.22%	67.14%	43%	25.03%	63	82.54%	61.90%	28.57%	60.00%
Currently Emergent Bilingual	73	56.16%	26.03%	8.22%	56.10%	27.78%	12.78%	64	59.38%	28.12%	10.94%	60.09%	31.41%	14.02%	79	54.43%	32.91%	11.39%	29.00%
Fourth Year of Monitoring	4	100%	75%	25%	98%	74.50%	37.75%	4	100%	50%	25%	96.25%	51.25%	24%	4	100%	100%	50%	
Third Year of Monitoring	1	100%	100%	100%	99%	96%	67%	1	100%	100%	100%	99%	99%	99%	1	100%	100%	100%	
Special Ed Indicator	37	35.14%	5.41%	0%	34.73%	8.05%	2.16%	31	22.58%	0%	0%	24.19%	3.77%	1.10%	36	27.78%	8.33%	0%	19.00%

2022-2023 Reading, Grade 8	Interim Reading Assessment - Window 1 (Attempt 1)						Interim Reading Assessment - Window 3 (Attempt 1)						May 2023 STAAR				Target
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	
Bohls Middle	232	63.79%	34.05%	14.66%	62.26%	34.15%	16.23%	223	72.65%	41.26%	20.18%	70.27%	41.38%	21.82%	251	81.67%	59.36%	27.09%	44.00%
Economic Disadvantage	79	53.16%	29.11%	11.39%	53.42%	27.53%	13.03%	75	68%	33.33%	13.33%	66.47%	34.03%	15.67%	86	79.07%	53.49%	19.77%	33.00%
Asian	18	83.33%	72.22%	50%	84.28%	65.67%	43.44%	18	94.44%	66.67%	55.56%	91.33%	69.78%	50.83%	18	100%	88.89%	66.67%	74.00%

2022-2023 Reading, Grade 6	Interim Reading Assessment - Window 1 (Attempt 1)							Interim Reading Assessment - Window 3 (Attempt 1)							May 2023 STAAR				Target
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	
Black/African American	38	57.89%	31.58%	7.89%	58.11%	31.34%	14.21%	36	66.67%	36.11%	22.22%	63.61%	40.19%	24.19%	40	82.50%	47.50%	25%	32.00%
Hispanic	118	56.78%	25.42%	9.32%	54.40%	25.42%	10.51%	115	66.09%	33.04%	10.43%	63.43%	31.70%	12.44%	132	75%	50.76%	15.15%	37.00%
Two or More Races	12	66.67%	33.33%	8.33%	65.92%	37.67%	14.17%	12	75%	50%	25%	74.33%	47.67%	24.25%	14	92.86%	64.29%	35.71%	56.00%
White	46	78.26%	43.48%	21.74%	76.28%	45.61%	22.46%	42	85.71%	54.76%	28.57%	84.52%	54.90%	32.33%	47	89.36%	80.85%	44.68%	60.00%
Currently Emergent Bilingual	69	40.58%	18.84%	5.80%	40.99%	17.93%	7.80%	69	55.07%	24.64%	7.25%	53.06%	23.87%	8.94%	76	67.11%	39.47%	14.47%	29.00%
Fourth Year of Monitoring	1	100%	0%	0%	58%	4%	1%	1	100%	0%	0%	98%	40%	3%	1	100%	0%	0%	
Second Year of Monitoring	2	50%	0%	0%	57%	9.50%	1%	2	100%	50%	0%	98.50%	61%	14%	2	100%	50%	50%	
Special Ed Indicator	18	16.67%	11.11%	5.56%	22.44%	9.61%	6.78%	18	33.33%	5.56%	5.56%	35.67%	9.72%	6.44%	21	47.62%	23.81%	4.76%	19.00%

Science and Social Studies

2022-2023 Science, Grade 8	Interim Science Assessment - Window 2 (Attempt 1)							May 2023 STAAR				District Average Meets
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	
Bohls Middle	199	57.79%	25.63%	9.55%	55.84%	30.10%	13.21%	248	70.56%	42.74%	13.31%	50.09%
Economic Disadvantage	68	44.12%	10.29%	4.41%	43.16%	18.84%	6.91%	85	57.65%	25.88%	8.24%	34.29%
Asian	17	94.12%	64.71%	29.41%	86.88%	65.71%	38.94%	18	100%	83.33%	38.89%	80%
Black/African American	30	50%	20%	10%	48.67%	25.30%	11.73%	40	62.50%	35%	10%	41.09%
Hispanic	104	43.27%	10.58%	3.85%	42.69%	17.38%	6.22%	129	64.34%	31.01%	6.20%	37.78%
Two or More Races	9	77.78%	33.33%	22.22%	74.67%	39.22%	20.67%	14	78.57%	50%	14.29%	60%
White	39	82.05%	51.28%	12.82%	78.54%	50.08%	20.03%	47	80.85%	63.83%	25.53%	75.37%
Currently Emergent Bilingual	64	34.38%	7.81%	3.12%	34%	14.16%	5.39%	75	52%	22.67%	2.67%	25.66%
Fourth Year of Monitoring	1	100%	0%	0%	81%	10%	1%	1	100%	100%	0%	90%
Second Year of Monitoring	2	50%	0%	0%	50.50%	25.50%	2.50%	2	50%	50%	0%	75%
Special Ed Indicator	12	16.67%	8.33%	8.33%	18.17%	13.17%	7.75%	20	20%	5%	0%	19.57%

2022-2023 Science, Grade 8	Interim Science Assessment - Window 2 (Attempt 1)						May 2023 STAAR				District Average Meets
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	

2022-2023 Social Studies, Grade 8	Interim Social Studies Assessment - Window 2 (Attempt 1)						May 2023 STAAR				District Average Meets
	Stu #	App	Meets	Masters	Prob App Gr	Prob Meets Gr	Prob Masters Gr	Stu #	App	Meets	Masters	
Bohls Middle	219	42.92%	15.53%	6.85%	44.05%	16.52%	7.89%	245	55.51%	26.94%	12.24%	32.10%
Economic Disadvantage	72	33.33%	8.33%	5.56%	35.24%	12.17%	6.10%	83	44.58%	19.28%	8.43%	19.02%
Asian	18	72.22%	44.44%	22.22%	74.44%	40.39%	20.94%	18	94.44%	66.67%	44.44%	60.83%
Black/African American	33	48.48%	9.09%	3.03%	45.76%	13.03%	4.42%	39	46.15%	25.64%	10.26%	21.65%
Hispanic	114	28.95%	8.77%	2.63%	32.20%	10.45%	4.54%	129	44.19%	15.50%	4.65%	21.93%
Two or More Races	10	60%	10%	0%	58.40%	13.10%	2.70%	13	69.23%	30.77%	15.38%	38.33%
White	44	59.09%	27.27%	15.91%	57.80%	25.89%	15%	46	76.09%	43.48%	21.74%	54.09%
Currently Emergent Bilingual	66	16.67%	4.55%	3.03%	20.92%	6.26%	4.09%	74	29.73%	8.11%	4.05%	10.86%
Fourth Year of Monitoring	1	0%	0%	0%	13%	1%	1%	1	100%	0%	0%	40%
Second Year of Monitoring	2	0%	0%	0%	12%	1%	1%	2	100%	0%	0%	25%
Special Ed Indicator	17	11.76%	5.88%	5.88%	13.94%	7.29%	6.47%	19	10.53%	0%	0%	8.20%

Positives and Negatives from STAAR and Interim STAAR Data

Overall:
Positives

- For 2023 Reading STAAR for grades 6-8, Academic Achievements Target were met for every student group except for Special Education (Bohls score- 16.84%, Target – 19%).
- Academic Achievement Target was met for the African American student group for the 2023 Mathematic STAAR for grades 6-8 and Algebra.

Negatives

- For 2023 Mathematics STAAR for grades 6-8 and Algebra, Academic Achievements Target was not met for every student group other than the African American student group.
- Academic Achievement Target was not met for the Special Education student group for the 2023 Reading STAAR for grades 6-8.

6th grade
Positives

- Every student group was above the Academic Achievement Target cutoff for the 2023 6th grade Reading STAAR Assessment.

Negatives

- Every student group was below the Academic Achievement Target cutoff for the 2023 6th grade Mathematics STAAR Assessment.

7th grade
Positives

- For the 2023 7th grade Reading STAAR, Academic Achievements Target were met for every student group except for Special Education.

Negatives

- Every student group was below the Academic Achievement Target cutoff for the 2023 7th grade Mathematics STAAR Assessment.
- Academic Achievement Target was not met for the Special Education student group for the 2023 7th grade Reading STAAR Assessment.

8th grade
Positives

- Every student group was above the Academic Achievement Target cutoff for the 2023 8th grade Reading STAAR Assessment.
- For the 2023 8th grade Mathematics STAAR, All students, Economically Disadvantaged, Asian, African American, Hispanic and Students of two or more races student groups all scores higher than the Academic Achievement Target cutoff for their student group.
- For the 2023 8th grade Science STAAR, Asian students score was higher than the district average for the same student group.
- For the 2023 8th grade Social Studies STAAR, Economically Disadvantaged, Asian and African American all scored higher than the district average for the same student groups.

Negatives

- The student groups White, Emergent Bilingual and Special Education did not met Academic Achievement Targets on the 2023 8th grade Mathematics STAAR Assessment.
- On both the 2023 8th grade STAAR assessments for Science and Social Studies, the student groups all students, Hispanics, two or more races, White, Emergent Bilingual and SPED did not surpass the district average for those student groups.

Student Learning Strengths

6th Grade Strengths

- Decreased from BOY to MOY Reading at Urgent Intervention for: All students (6.10%) , Economic Disadvantage (10%), Asian, (6%), Black/African American (5.3%), Hispanic (6.5%), White (5.9%), Emergent Bilingual (5.5%)

- Increased At/Above Benchmark in Reading for: All students (0.9%) , Asian, (4%), Two or More Races (15%), White (4.8%), Special Education (2%)

- Decreased from BOY to EOY Math at Urgent Intervention for: Asian, (5.9%)

- Increased At/Above Benchmark in Math for: Black/African American (3%), Two or More Races (6.7%), Special Education (6%)

7th Grade Strengths

- **Decreased from BOY to MOY Reading at Urgent Intervention for: All students (0.3%) , Economic Disadvantage (3%), Asian, (3.8%), Hispanic (1.7%), Two or More Races (6%), Special Education (3%)**

- Increased At/Above Benchmark in Reading for: All students (1.7%) , Economic Disadvantage (%5), Asian, (12%), Black/African American (10%), White (5.6%), Emergent Bilingual (5.3%), Special Education (5%)

- Decreased from BOY to EOY Math at Urgent Intervention for:Increased At/Above Two or More Races (6%), White (.6%)

- Increased At/Above Benchmark in Math for: All students (2%) , Economic Disadvantage (3%), Asian, (4%), Black/African American (.7%), Two or More Races (3.8%), White (13.7%), Emergent Bilingual (5.7%)

8th Grade Strengths

- Decreased from BOY to MOY Reading at Urgent Intervention for: Black/African American (8.7%), Two or More Races (17.3%),

- Increased At/Above Benchmark in Reading for: All students (3%) , Asian, (5.9%), Black/African American (5.8%), Hispanic (1.1%), Two or More Races (12.1%)

- Decreased from BOY to EOY Math at Urgent Intervention for: All students (5.2%) , Asian, (6.3%), Black/African American (6.4%), Hispanic (7.2%), Two or More Races (-8%), Emergent Bilingual (10.3%),

- Increased At/Above Benchmark in Math for: All students (24%) , Economic Disadvantage (30%), Asian, (12.8%), Black/African American (25.2%), Hispanic (29.0%), Two or More Races (11.4%), White (15.3%), Emergent Bilingual (22%)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math for the grades 6-8 and Algebra did not meet the desire standards targets other the African American Group.   **Root Cause:** The Tier I and Tier II systems did not address the individual needs of students who exhibited academic gaps in math concepts. Furthermore, the instruction did not focus on the PSST process as concerns regarding learning gaps emerged

Problem Statement 2 (Prioritized): The SPED (Special Education) and Emergent Bilingual student groups have the greatest need for improvement in both Reading and Math across all three grade levels. Among these groups, the SPED students consistently failed to meet the academic cutoff standards in both Reading and Math.   **Root Cause:** Instructional best practices were not consistently used across classes to meet the rigor of the tested standards. Practices such a frequent small group purposeful talk were not maximized in the classroom. Typically, students who are receiving SPED services are not receiving additional support on Tier III structured interventions such as GAME/CARE which have a higher small grouping ratio.

Problem Statement 3: On both the 2023 8th grade STAAR assessments for Science and Social Studies, the student groups all students, Hispanics, two or more races, White, Emergent Bilingual and SPED did not surpass the district average for those student groups   **Root Cause:** Tier I and Tier II systems in the classroom are not being implemented to effectively address the individual needs of students. Furthermore, the lack of application of the instructional playbook has hindered the consistent implementation of best practices this due the lack of training and consistent feedback and coaching.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

Teaching & Learning, Assessment system

Bohls MS is committed to educating our students through a standards-aligned curriculum and scope and sequence that is developed at the district level in collaboration with teachers. These instructional materials encompass key ideas, essential questions, and recommended materials, including content-rich text, and other resources intentionally designed to meet the diverse needs of all student learners at BMS, including Emergent Bilingual students, students with disabilities, and those identified as Gifted and Talented.

The district provides access to assessments aligned to the grade-level and rigor of the Texas Essential Knowledge and Skills (TEKS) standards. Students are formally assessed within windows aligned to the district's assessment calendar and in alignment with Lever 4 of The Effective Schools Framework. In addition, student performance is informally assessed through tasks developed at the campus level such as independent or group daily work, teacher made quizzes, class projects/presentations, performance assessments, and writing samples. A majority of assessment data is captured via the Eduphoria and Skyward platforms and is monitored and analyzed at the campus, student, item, and TEKS levels, as well as by student population groups.

Required Formal Assessments:

- District Nine Week Assessments
    - ELAR (Grades 6, 7, & 8)
    - Math (Grades 6, 7, 8, & Algebra I)
    - Science, tested grades (Grade 8 only)
    - Social Studies (Grade 8 only)
- Campus Developed Short Cycle Assessments (Unit Assessments) - administered at the close of a Unit of Study
    - ELAR (Grades 6, 7, & 8)
    - Math (Grades 6, 7, 8, & Algebra I)
    - Science, tested grades (Grade 8 only)
    - Social Studies (Grade 8 only)
- Renaissance Star360 Reading and Math Universal Screeners (Grades 6, 7, & 8), with weekly, bi-weekly or monthly progress monitoring during the following district windows:
    - Beginning of the Year (BOY)
    - Middle of the Year (MOY)
    - End of the Year (EOY)
- TEA Interim Assessments
    - Opportunity 1
        - ELAR (Grades 6, 7, & 8)

- Math (Grades 6, 7, 8, & Algebra I)
    - Opportunity 2
        - ELAR (Grades 6, 7, & 8)
        - Math (Grades 6, 7, 8, & Algebra I)
        - Science (Grade 8 only)
        - Social Studies (Grade 8 only)
- State of Texas Assessments of Academic Readiness (STAAR®)
    - ELAR (Grades 6, 7, & 8)
    - Math (Grades 6, 7, 8, & Algebra I)
    - Science (Grade 8 only)
    - Social Studies (Grade 8 only)

To ensure our students receive a learning experience that is both rigorous and relevant, student and teacher success will be monitored through the use of frequent formal and informal T-TESS walkthroughs, weekly Professional Learning Community meetings, daily walkthroughs, planning meetings, and the use of the Jim Knight Impact Cycle of coaching.

Campus system for PLCs

At Bohls, we will utilize Professional Learning Communities as well as informal collegiality to share great ideas and reflect on the success of teaching and student learning. Under our data-driven instructional model, the PLC is composed of collaborative teams and campus administrators who work interdependently to achieve common goals linked to the purpose of learning for all students and to ensure mastery of current grade-level skills; those skills needed before moving on; and research-based best teaching practices, experiences, and methods that have proven to be effective.

PLCs at BMS will operate based on the central ideas, norms, and commitments collaboratively created by the learning communities using the schools mission, vision, and values.

Professional Learning Communities at BMS will meet weekly and will be structured around Rick DuFour's four critical questions of a PLC:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

In addition, part of the PLC focus will be dedicated to how we will meet the SEL needs of our students through the teaching and learning process.

Site-based decision-making (CAAC)

The purpose of the Campus Academic Advisory Council (CAAC) is to create the Campus Improvement Plan as well as have input on teacher professional development and the school budget. At BMS, the CAAC will be made up of campus teaching staff and administrators, a central office administrator, as well as BMS parents, local businesses, and community members; and will meet approximately 4-5 times a year (during the school year).

Staff - Professional Learning

BMS will provide targeted professional development, which is driven by the needs identified through STAAR, T-TESS formal and informal walk-throughs/appraisals, walkthroughs, and Universal Screener data.

Examples of professional development that will be provided over the course of the school year include: Houses System, PBIS, Social Emotional Learning (SEL), BMS Instructional Playbook, AVID, Restorative Practices, Dyslexia/Special Education accommodations, Technology and Tech, KAGAN strategies, 7 Steps to a Language-Rich Interactive Classroom: Research-Based Strategies for Engaging All Students, Renaissance Star 360, Multi-tiered Systems of Support (MTSS), and Canvas. Teachers will be trained on the research based strategies included in BMS Instructional Playbook such as writing lesson frames with "We will, I Will" statements, working in the power zone, frequent small-group purposeful talk, recognition and reinforcement, and critical writing to create a formula for quality Tier I instruction. After Professional Development is provided, learning walks and school-wide competitions will be utilized to ensure implementation.

Teacher capacity development will include: Mentor Teacher, Department Head, Vision and Mission Committee, Instructional Committee, Campus Improvement Plan committee, and round table between the principal and grade level leaders. In addition, teachers will be encouraged and given opportunities to share their knowledge from training through peer-to-peer PD.

Campus support for first-year teachers, new to campus teachers, etc.

PfISD identifies early career teachers and new to the education profession as those in their first two years of teaching. Mentees will be paired with a mentor teacher and follow the District Mentor program. BMS needs to focus on intentionally pairing and supporting new teachers with staff members who are well versed on the school systems and culture through monthly meetings with the mentee administrator. On campus, new and early year teachers will be supported daily by their department leads/heads, grade-level teachers, and PLCs, throughout the school year.

Student Attendance

For the 2022-2023 school year, Bohls Middle School had a year long attendance rate of **93.3%** Attendance is critical to the academic success of students. Bohls Middle School will continue promoting an "Attendance Matters" campaign during parent events and in parent communication to promote the importance of regular school attendance. After 3 days of absence, contact will be made home to check on the student and work with the parent to help get the student back in school. Students who are in danger of going below the 90% attendance policy will receive a notification letter and be contacted by the attendance committee. PfISD Truancy Officers could be dispatched and truancy charge could be filed.

Student Disciplinary Data

Student disciplinary data was pulled from Skyward and compared to student group data for Bohls Middle School for the 2022-2023 school year.

Bohls Student Disciplinary Data	2021-2022		2022 - 2023	
Student Group	Percent of Discipline	Percent of Population	Percent of Discipline	Percent of Population

Bohls Student Disciplinary Data	2021-2022		2022 - 2023	
Hispanic	52%	49%	60%	49%
African American	21%	15%	18%	19%
White	16%	20%	13%	19%
Asian	3%	9%	4%	4%
Multiple Races	8%	6%	6%	9%

The following demographic groups show higher student disciplinary rates as compared to their segment of the student population: White (+6%), Hispanic (+11%), Multiple Races (+3%). Disciplinary data will be reviewed by the discipline committee and monitor student group trends in discipline.

Programs and Opportunities for Students

PBIS creates a positive climate and culture for students and staff. The PBIS-House System allows BMS to confidently implement processes that immediately begin to build character, relationships, and school spirit. Each House is composed of grades 6-8 students, teachers, faculty, and staff from across the entire school and will be based by the PBIS Points System - allowing students to socialize with one another across grades and with positive adult role models beyond just the classroom setting. Throughout the school year, the Houses compete against one another using PBIS points. At the end of the school year, the House with the most points wins the House Championship along with other rewards throughout the process of the competitions.

The PBIS-Houses system at BMS works hand-in-hand with our discipline model - grounded in Restorative Practices and the use of a common shared language and practices. Restorative Practices is a relational approach to building school climate and addressing student behavior. The implementation of Restorative Practices includes on going training of staff and students focused on what it looks, feels, and sounds like at BMS when we are setting the tone and norms.

Social and Emotional Learning (SEL) is a process that will be used for helping BMS students and adults develop fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work effectively and ethically.

SEL skills and concepts are integrated in academic lessons and practiced to enhance the climate of the school.

The Five SEL Competencies will focus on:

- Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
- Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
- Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
- Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

Special program participation - summary of programs provided at BMS (ESL, SPED, dyslexia, accelerated instruction (GAME, CARE) for At-Risk students, Gifted & Talented)

BMS provides several tiers of student interventions and a Multi-tiered System of Supports to meet the diverse needs of all student learners on campus, including supplemental support for At-Risk students, Emergent Bilingual students (EBs), students identified as Gifted and Talented. These supports include:

Enrichment

GT students in Grades 6-8 are required to enroll in one core content Advanced Academic class each year. Advanced Academic core content (English, social studies, math, and science) teachers are trained in instructional strategies to address GT learner needs. Students will be cluster grouped to the extent allowed by our campus master schedule. GT students in grades 6-8 may also elect to take the PFLEX enrichment elective class. GT students are required to participate in at least one academic competition, academic extracurricular activity, or academic elective that allows students to deepen knowledge about a topic/subject, and challenge thinking through research or investigation leading. Enrichment options for Gifted Learners at BMS include:

- PFLEX: This enrichment service is designed to support the unique needs of gifted and talented students while also providing opportunity for learners to work with other GT identified students outside of their GT cluster classroom.

- Destination Imagination: Destination Imagination is open to all students in grades K-12. The team of four to seven members forms at the beginning of the school year and is supervised by a Team Manager, a district approved volunteer. Together the team members work for several months to develop their unique solution to a central challenge, building life-long skills and enduring friendships along the way.

- Math Pentathlon: Mathematics Pentathlon is a program of interactive problem-solving games. It includes supportive curricular and instructional activities as well as assessment tools for students in grades K-7.

- UIL: The University Interscholastic League offers the most comprehensive program of academic competition in the nation. UIL Academics offers more activities than any other UIL division, with 29 contests at the high school level and 20 A+ Academic contests for grades 2-8.

Acceleration Options at BMS:

- Credit by Exam (CBE): Credit by Exam for Acceleration is available to all PfISD learners for grade acceleration in K-8 and single subject for high school courses. CBE options require prior approval from the campus principal and discussion with the campus counselor. Check with the school counselor for testing windows, applications, and more information.

- Math Acceleration: The Accelerated Math Pathway exists at every middle school in PfISD. Students enrolled in our Pre-AP Math 6 and Pre-AP Math 7 courses will master all math concepts from the 6th, 7th and 8th grades so that during their final year of middle school, students begin their first high school math course of Algebra I.

Interventions

- Advisory a daily period during which students may receive teacher-specific interventions or work on generalized literacy skills

- Gaining Advancement Through Mathematics Enrichment (G.A.M.E.) and Celebrating Achievement in Reading Enrichment (C.A.R.E.). Students will be assigned to a C.A.R.E./G.A.M.E. academic intervention class based upon their previous year's academic performance and/or STAAR results.

- Succeed & Achieve, an elective class for At-Risk students focused on Social-Emotional Learning designed to provide students with positive practices in helping them to achieve goals, build friendships, resist peer pressure, get organized, be successful in middle school, and improve self-image

- HB1416 After School/Before School/During School Tutorials

For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, a new LEA requirement to establish an accelerated learning committee to develop an individual educational plan for the student and monitor progress

For any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments, clarification of prior accelerated instruction requirements, specifying that it must include either:

- Emergent Bilingual (EB) students additionally are eligible for the following services:

- Newcomer Classes, which offer targeted language proficiency instruction for students who are newly-arrived from non-English-speaking countries

- Intervention classes for long-term EBs that help build English vocabulary and literacy skills

- "Push-in" instructional support for EBs in core content classes

Students identified through the RtI/PSST model as being eligible for special education services may be served per their IEP by the following:

- Math and ELA Resource classes, which modify the general education curriculum and supplement it with specialized instruction

- Essentials classes, which provide an alternate curriculum that provides explicit instruction with a multi-sensory approach

- A Basic Language Skills (BLS) class, which provides explicit, systematic, intensive literacy instruction for students with dyslexia or related language learning differences

- Inclusion support, where a SpEd teacher provides push-in support for students in a Gen Ed setting

- Social skills classes and push-in support for students with identified behavioral needs

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

- Common Assessment process including teacher-created blueprints, assessment writing teams by grade level department, and teacher data analysis through PLC
- Intervention process including "Advisory" Interventions to support student who failed STAAR 2022-2023 exams according to HB 1416.
- Structured GAME and CARE interventions to support student who failed STAAR 2022-2023 exams according to HB 1416 (District aligned training for teachers and data guidelines to determine eligibility).
- Intensified Algebra I designed to target students who have the ability to succeed in the class but have demonstrated gaps on math concepts necessary to succeed in the class.
- Staff participate in school safety and monitoring of students during each transition period throughout the day
- Positive Behavior Intervention and Supports (PBIS) Implementation, incentives for positive performance, Social-Emotional Learning (SEL) initiatives, Student Recognition (PBIS, Character Education and All A and A/B honor roll), Staff Recognition (weekly Kudos, Spirit awards and Staff Medals) are in place to reward teachers and students for accomplishments during the school year.
- School House System that encourages students to support each other and live the school values and school vision and mission in everything that they do.
- Data Tracker folders for each student per core content. Students review their individual data and track their data.

Staff Recruitment and Retention

- Opportunities for staff members to connect outside of a structured work environment such as Positive Behavior Intervention and Supports (PBIS), luncheons, a teacher reward system, Spirit Award, Weekly Kudos from administration and team building activities during each faculty meeting are consistently implemented during the school year. Also, staff members will be assigned to a house which will allow them to bond between house members and student population.
- Campus access to social media, campus website, and campus marquee
- Teacher leadership and opportunities to participate in curriculum and instructional development is ongoing. Teachers have opportunities to participate in CAAC, PTO, Playbook, AVID, and PBIS committees to provide input designed to improve campus instructional processes and school climate. In addition staff members were allowed to participate in the creation of the School Vision and Mission Statement during the summer of 2021 and revisit-interact with the documents during the 1st week of in-service of the 2023-2024 school year.
- Incentives for faculty which include Jeans Passes, Extended Lunch Breaks, Birthday Celebrations, Weekly Kudos, Employee of the Week-Spirit Awards, PBIS for adults and Recognition Medals during meetings.

School Organization

- We have included the use of social media to inform our community on Bohls Middle School mascot and colors as well as any special events requiring their participation for the creation for the school vision and mission as well as the evaluation and feedback of our Campus Improvement Plan.
- Strong identification and intervention process for ELA and Math targeting students in need of assistance through data analysis in PLCs and student progress indicators facilitated by Instructional Coaches.
- Opportunities for students to connect with personal interests and build relationships with staff members through clubs.

Technology

- BMS is a 1 to 1 technology device campus.
- BMS staff and student have been exposed to Blended Learning Platforms that enhance student learning such as Canvas and Google Classroom which will continue to be implemented on the upcoming school year.
- Eduphoria access as a progress monitoring tool in use for PLC data talks or master scheduling purposes to better target the students needs.
- Facebook and campus website are used to communicate upcoming events.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): BMS missed several Closing the Gaps student group targets at Meets Grade Level or Above performance on STAAR (Academic Achievement). **Root Cause:** Effective instructional practices based on a instructional playbook were not implemented consistently across learning environments to meet the rigor of some STAAR tested standards.

Problem Statement 2 (Prioritized): There is a need for tight PLC expectations for all teams, not just STAAR tested content areas. **Root Cause:** There has been a lack of consistency in PLC structures and expectations, some due to the district sometimes dissolving the IC position. Because of that, PLC members are not always empowered to develop tight processes.

Problem Statement 3 (Prioritized): There is a developing relationship which has not reached its full potential for recognizing student and staff accomplishments. **Root Cause:**

Initial construction delays, previous COVID-19 restrictions in the school and community, and lack of consistency of staff expectations became barriers to the campus building meaningful relationships from within, with community, and stakeholders.

Problem Statement 4: Campus upbeat survey shows the faculty ownership of the school processes is low which causes a direct disengagement on best instructional practices and a lower participation of PLC processes.   **Root Cause:** Failure to implement strategies in the CIP such as PBIS for teachers, lack of regular recognition, and lack of team building opportunities outside of classroom.

Perceptions

Perceptions Summary

Staff Engagement

Vision, Mission, Commitments and Values

Bohls Middle School administration and faculty has collaboratively established vision and mission statements during a vision, mission, PBIS professional development. It included three days where staff focused on creating the statements and commitments using the student and community values gathered through a series of meetings. At these meetings students were given the opportunity to establish campus values by meeting with the principal and stakeholders to solidify the foundation of the school they will attend.

- Our Motto: "Be the change in our world with service before self and excellence in everything you do…Be Unstoppable!"
- Our Mission: Broncos have an unwavering dedication to create a safe and inclusive educational community while nurturing a growth mindset to foster lifelong learners who discover their fullest potential.
- Our Vision: Bohls Broncos cultivate leaders who serve with courage and integrity to transform our community. We will be Unstoppable!

Commitments:

- Commitment Statement 1: We commit to fostering a culture of respect built on trust among administrators, teachers, staff, students and families in order to create a learning environment centered around a growth mindset.
- Commitment Statement 2: We will model and create a culture that values student achievement and leadership by building traditions that encompass unity, inclusivity, and pride.

- Commitment Statement 3: We encourage students and staff to take ownership of their learning by exploring new ideas, monitoring their learning, and having the courage to ask questions to seek a deeper understanding.

- Commitment Statement 4: We will provide a physically and emotionally safe learning environment with integrity and kindness.

Student Engagement:

Looking at the Panorama Survey from Spring 2023, it can be determined that classroom belonging is an area of focus for the 2023 -2024 school year. 47% of students from BMS responded that they are valued members of the classroom community. This ranks low against the national and district average. Analyzing the data from the rest of the survey, BMS students responded lower with the rest of the district respondents. Scores for all 5 topics were 7 to 1 percentage points lower than the Spring of 2022 and 1 to 5 percentage points lower than that of the district for the spring of 2023.

Parents/Guardians, Families, and Community Engagement:

BMS Families rated the school's family engagement as lower than the district average. The three other topics (barriers to engagement, school climate and school safety) were lower than the district average with School Climate as the higher difference (-40 percent). Two questions in particular score lowest in the topic of School Climate. "How much does the school value the diversity of children's background?" had a favorable rating of 28%. "Overall, how much respect do you think the children at your child's school have for the staff?" had a rating of 28%. These results have to be taking into the context with the fact that only 54 parent survey responses were reported.

Teachers:

According to the Fall 2022 Upbeat data, Parent/Teacher Communication, Professional Development, Autonomy, Principal/Teacher Trust, Instructional Leadership, School Safety & Order, Collaboration, Resources & Facilities, Self-Efficacy, Evaluation, Recruitment, Hiring & Onboarding, Belonging & Wellbeing, Diversity, Equity, Inclusion, Care & Commitment, Student Engagement, and Satisfaction & Purpose, all scored positively 57% or higher. Areas of growth that will be targeted for the upcoming 2023 - 2024 school year are Appreciation, Work/Life Balance, Teacher Voice & Leadership, Compensation & Career Path, and Cultural Competence. These are targeted because they are lower than the district average.

For the Spring 2023 Snapshot of the same battery of questions, it shows that the areas listed above continue to show a lower percentage than the district. On the Spring survey the areas with the largest gap between the campus and district were parent teacher communication (-30%), school safety and order (-29%) and appreciation (-31%). There are several initiatives plaed to ensure these areas get addressed for the 2023-2024 school year. These include higher visibility of administrators in the school, increase opportunities or platforms for daily, weekly and monthly recognition of staff members.

Perceptions Strengths

- Panorama Student Survey (Classroom-Level) - Spring 2023, 81% of students responded that their teachers know about the teachers in his/her class, 75% of students believe that their teachers are respectful to them, and 50% of students in Grades 6–8 are excited about going to class.
- The Fall 2022 Upbeat Data Report revealed that Self-Efficacy, Student Engagement, and Care & Commitment, all scored positively 81% or higher.
- Staff Collaboration, student engagement and care and commitment are areas that the staff feel the strongest in the organization health survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families' perceptions show that they do not have access to engaging interactions with BMS. According to the Panorama survey data, 96% of families see this as a crucial step in building relationships with the school community. As a result, only 4% of families view family engagement as a favorable aspect of BMS. **Root Cause:** Low PTO involvement, inconsistent administrative leadership, and a lack of staff training in working with parents.

Problem Statement 2 (Prioritized): Panorama Student Survey (Classroom-Level) Spring 2023 showed classroom belonging (47% favorability) and classroom engagement (46% favorability) to be the lowest rated areas from our students. **Root Cause:** Effective implementation of systems that support Social Emotional Learning , Restorative Practices, Houses, and PBIS have not been a strong campus focus.

Problem Statement 3: Upbeat survey continued to drop in the same school year and the gaps between the district employee satisfaction vs campus satisfaction are reflected in 20 out of the 23 dimensions of the survey. **Root Cause:** Lack of campus recognition practices due a reduce visibility of administrations in halls, classrooms and PLCs.

Priority Problem Statements

Problem Statement 1: Math for the grades 6-8 and Algebra did not meet the desire standards targets other the African American Group.

Root Cause 1: The Tier I and Tier II systems did not address the individual needs of students who exhibited academic gaps in math concepts. Furthermore, the instruction did not focus on the PSST process as concerns regarding learning gaps emerged

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The SPED (Special Education) and Emergent Bilingual student groups have the greatest need for improvement in both Reading and Math across all three grade levels. Among these groups, the SPED students consistently failed to meet the academic cutoff standards in both Reading and Math.

Root Cause 2: Instructional best practices were not consistently used across classes to meet the rigor of the tested standards. Practices such a frequent small group purposeful talk were not maximized in the classroom. Typically, students who are receiving SPED services are not receiving additional support on Tier III structured interventions such as GAME/ CARE which have a higher small grouping ratio.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The Hispanic and SPED student groups reflects large achievement gap academically or behaviorally.

Root Cause 3: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations which has not been consistently nor clearly communicated to staff at BMS due to administrative turn over.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The campus has gone through several transitions in the last 2 years, which have impacted the school's ability to effectively communicate and engage with the community in support of academics and character initiatives. As a result, the cultivation of SEL initiatives has been delayed and will need to be a focal point for the 2023-2024 school year

Root Cause 4: Staff, students, and community do not yet share a common vision, mission and value set.

Problem Statement 4 Areas: Demographics

Problem Statement 5: BMS missed several Closing the Gaps student group targets at Meets Grade Level or Above performance on STAAR (Academic Achievement).

Root Cause 5: Effective instructional practices based on a instructional playbook were not implemented consistently across learning environments to meet the rigor of some STAAR tested standards.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need for tight PLC expectations for all teams, not just STAAR tested content areas.

Root Cause 6: There has been a lack of consistency in PLC structures and expectations, some due to the district sometimes dissolving the IC position. Because of that, PLC members are not always empowered to develop tight processes.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a developing relationship which has not reached its full potential for recognizing student and staff accomplishments.

Root Cause 7: Initial construction delays, previous COVID-19 restrictions in the school and community, and lack of consistency of staff expectations became barriers to the campus building meaningful relationships from within, with community, and stakeholders.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Families' perceptions show that they do not have access to engaging interactions with BMS. According to the Panorama survey data, 96% of families see this as a crucial step in building relationships with the school community. As a result, only 4% of families view family engagement as a favorable aspect of BMS.

Root Cause 8: Low PTO involvement, inconsistent administrative leadership, and a lack of staff training in working with parents.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Panorama Student Survey (Classroom-Level) Spring 2023 showed classroom belonging (47% favorability) and classroom engagement (46% favorability) to be the lowest rated areas from our students.

Root Cause 9: Effective implementation of systems that support Social Emotional Learning , Restorative Practices, Houses, and PBIS have not been a strong campus focus.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Upbeat data shows that 52% of staff view teacher voice and leadership opportunities negatively and 43% view appreciation negatively.

Root Cause 10: Failure to implement strategies in the CIP regarding PBIS for teachers, lack of regular recognition from campus administration, and lack of team building opportunities that develop trust.

Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: Bohls Middle School will retain at least 85% of our Highly Effective Teachers for the 2023-2024 school year - unless they move out of the area, retire, or are promoted.

High Priority

Evaluation Data Sources: Total number of Returning Teachers/Staff and HR Staff data; use of upbeat survey data, and OEMS records.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: Over the course of the 2023-2024 school year, as open positions become available, Bohls MS will actively recruit, support, and retain a more experienced and diverse staff population to more closely represent our student population.

High Priority

Evaluation Data Sources: Total number of Returning Teachers; Staff and HR Staff data; Total number of Teacher Facilitators; Participation on Job Fairs

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2024, STAAR Reading results will meet the Closing the Gaps Academic Achievement Status targets (performance at Meets Grade Level or above) for All Students and across all student groups.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2024, STAAR Math results will meet the Closing the Gaps Academic Achievement Status targets (performance at Meets Grade Level or above) for All Students and across all student groups.

Evaluation Data Sources: 2024 STAAR Math results and Domain 3: Closing the Gaps for Academic Achievement indicators, Fall/Spring District Nine Week Assessments, Campus Unit Assessments/CBAs, Star360 Formative Assessments, Progress Monitoring, and Student Growth SGP; Gates MacGinitie

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By June 2024, STAAR Math and reading results will increase in Domain 3 Closing the Gaps Growth Status by 5 percentage points for All Students and across all student groups compared to the prior year.

> **Evaluation Data Sources:** 2024 STAAR Math and Reading results, Fall/Spring DFAs, Unit Common Assessments, Progress Monitoring with Formative Assessments; Domain 3: Closing the Gaps for Growth Status indicators

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: By June 2024, 60% of Emergent Bilingual students will progress at least one English proficiency level in their TELPAS composite rating from the prior year.

> **Evaluation Data Sources:** 2024 TELPAS and the English Language Proficiency Status component of Domain 3 Closing the Gaps

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 5: By June 2024, 8th grade Science and Social Studies results will increase by 5 percentage points at Approaches Grade Level, 4 percentage points at Meets Grade Level and 3 percentage points at Masters Grade Level for all students and across all student groups compared to the prior year.

High Priority

> **Evaluation Data Sources:** Increase passing rates for all student groups on Common Assessments, District Assessments, and STAAR.

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: During the 2023-2024 school year, Meets Grade Level results will be 5 percentage points greater than the district average and Masters Grade Level results will be 5 percentage points greater than the district average on all subject area STAAR assessments, across all student groups.

> **Evaluation Data Sources:** Screener data gathered from DFA, CFA and Unit tests for formative assessments 2024 STAAR results at Meets and Masters Grade Level performance for: 6th Grade Reading and Math 7th Grade Reading, Math 8th Grade Reading, Math, Science and Social Studies Algebra I EOC

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: During the 2023-2024 school year, Bohls Middle School will ensure that the student demographics in the advanced courses are within 5 percentage points of the demographics of our individual student groups.

Evaluation Data Sources: Screener data gathered from DFA, CFA and Unit tests for formative assessments 2024 STAAR results at Masters Grade Level performance for: 6th Grade Reading and Math 7th Grade Reading, Math 8th Grade Reading, Math, Science and Social Studies Algebra I EOC

Goal 3: PfISD will connect high school to career and college.

Performance Objective 3: During the 2023-2024 school year, Meets Grade Level results will be 5 percentage points greater than the district average and Masters Grade Level results will be 5 percentage points greater than the district average on all subject area STAAR assessments, across all student groups.

Evaluation Data Sources: Screener data gathered from DFA, CFA and Unit tests for formative assessments
2024 STAAR results at Meets and Masters Grade Level performance for:
6th Grade Reading and Math
7th Grade Reading, Math
8th Grade Reading, Math, Science and Social Studies
Algebra I EOC

Goal 3: PfISD will connect high school to career and college.

Performance Objective 4: During the 2023-2024 school year, Bohls Middle School will ensure that the student demographics in the advanced courses are within 5 percentage points of the demographics of our individual student groups.

Evaluation Data Sources: Screener data gathered from DFA, CFA and Unit tests for formative assessments
2024 STAAR results at Masters Grade Level performance for:
6th Grade Reading and Math
7th Grade Reading, Math
8th Grade Reading, Math, Science and Social Studies
Algebra I EOC

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the end of the 2023-2024 school year, Bohls MS will be above the district average on 80% of the indicators on the Upbeat staff climate survey by implementing a campus-created Vision and Mission, Instructional Playbook, Staff Handbook, Data-Informed PLC processes, and Professional Development plan to establish instructional behaviors, routines, and expectations to support implementation of the written, taught, and assessed curriculum.

Evaluation Data Sources: Documented evidence of: BMS Vision and Mission, Instructional Playbook, Staff Handbook, Data-Informed PLC processes, and Professional Development plan;
2024 Upbeat Staff Climate Survey results

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Bohls MS will maintain a referral and disciplinary placement rate 5 percentage points lower than the district average with no significant discrepancies in the rates of referrals and disciplinary placements between each student demographic group, including students with disabilities, for the 2023-2024 school year.

Evaluation Data Sources: Skyward referral reports; PBIS Behavior Management Plan Implementation; Implementation of Restorative Practices

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: To support a positive culture and climate, BMS will establish community outreach common practices that will lead to at least 2 outreach opportunities to engage students, staff, parents, and the business community throughout the 2023-2024 school year.

Evaluation Data Sources: Implementation of Houses, BMS PTO, Art Show, Band Performances, Choir Performances, Kickstart Performances, Theater Performances