

Spring Branch Independent School District
Spring Woods Middle School
2015-2016 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

This year, SWMS has 938 students.

Of the 938 students 86% were Hispanic, 8% African American, 4% White, 92% Economically Disadvantaged, 34% LEP, 11% Special Ed, 51% Male, 49% Female, and 22% Mobility Rate.

2015-16 Attendance Rate: 95.5. We are hoping to boost attendance with rewards systems using Hawk Bucks, attendance recognition at semester, donors/mentors assist with incentives, year-end awards/certificates.

We have LEP assistants who go into classrooms to offer assistance as well as students come to them in their office for help.

Pre-AP students in 2015-16: 321 total of students which includes the 4 content core areas, Art, and Spanish.

Dual Language Program:

- 2014-15 Total of 37 students enrolled
- 2015-16 Total of 68 students enrolled

Demographics Strengths

Increase our number of students taking Pre-AP classes and continuation of our Dual Language Program into the 7th grade. We have used our Title Funds for class size reduction so our class size in our double-block Math and ELA classes are smaller to accommodate the learning needs of our students.

We've added a Family Resource Officer to work collaboratively with parents, teachers, and students in order to increase overall student success.

Our ACE after school program supports all groups of students in order to help extend learning in content areas, technology, and athletics.

Our Mentor program and Math tutors works with all groups of students on an individual basis in order to help increase individual student success by building relationships, supporting academics, and meeting the needs of the whole child.

Demographics Needs

The primary demographic need would be the SWMS LEP population. The LEP population is highly mobile. We continue to observe learning gaps in both academics and school attendance.

The unaccompanied minor population also continues to increase so the students are here without their families and don't have the same support system in place as other populations of students. Most do not speak any English and are not proficient in their own languages.

Student Achievement

Student Achievement Summary

Student Achievement Summary

SWMS STAAR	Total	SPED	ED	ELL
Reading	55%	29%	55%	27%
Writing	48%	20%	46%	17%
Math	N/A			N/A
Science	67%	57%	66%	46%
Soc. Studies	43%	57%	42%	14%

*First year that Special Education and LEP took same STAAR exam as regular Ed students. SPED and LEP students also took exam on a computer for the first time.

Student Achievement Strengths

- Pre-AP Spanish – 2014-15 = Out of 27 students enrolled, 96.3% of students passed the EOC with a score of ‘3’ or higher. There are

- _____ students enrolled in 2015-16.
- Pre-AP Algebra 1 – 2014-15 = 100% of students enrolled in Algebra 1 passed the STAAR EOC
 - 50 students (16%) of the student population were enrolled in Algebra 1.
 - There are _____ students enrolled in Algebra 1 in 2015-16.
 - 8th grade performance at the College Ready Level on EXPLORE has increased from 16% - 2013-14 to 18% in 2014-15. The successful completion of at least one advanced course has increased substantially from 30% TO 42%.

Student Achievement Needs

- Increase student success in Reading and Writing with a specific focus on our ELL and SPED students.
- Increase parent involvement for all students
- Increase success for ELL and SPED students across all contents

School Culture and Climate

School Culture and Climate Summary

In order to create a positive school culture and climate, our goals this year include:

- to communicate effectively
- to build trust among all stakeholders (teachers, parents, and students)
- to foster a supportive environment
- hold each other accountable (teachers, parent, and students)

School Culture and Climate Strengths

Our school has many strengths:

- family mentality allows each other to come together in times of need
- we celebrate diversity and cultural differences
- we have a strong sense of professionalism
- of school-wide focus is to meet the needs of the "whole child"
- we share a common belief of high expectations for all stakeholders (teachers, parents, and students)

School Culture and Climate Needs

Our need this year is to focus on positive reinforcement for teachers and students and to increase a culture of collaboration with our community. We also want to include our district core values: every child, collective greatness, collaborative spirit, limitless curiosity, and

having a moral compass in our journey to define who we are as a campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our retention rate for the 15-16 school year is 60%

Staff Quality, Recruitment, and Retention Strengths

- 37% of our content area staff spent time over the summer planning for the new school year.
- Administrators, Icoaches, and teachers represented SWMS at the SBISD job fair.
- Teachers who stay at SWMS are invested in their students and colleagues, believe they are making a difference in the lives of their students, and enjoy the work environment of SWMS.

Staff Quality, Recruitment, and Retention Needs

A campus need is to decrease teacher turn-over from one year to the next.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SWMS teachers follow the district curriculum and frameworks as well as the state TEKS. The teachers plan with the end in mind by writing all tests (unit & campus CBA's) before the units begin. All assessments are written at a higher level and are very rigorous using STAAR-like sentence stems. Teachers write comprehensive lesson plans. Small group instruction and tutorials are expected to take place daily/weekly.

Curriculum, Instruction, and Assessment Strengths

- Tutorials are held for each content in accordance with student need, weekly.
- All contents utilize small group instruction in order to meet the needs of students.
- Our campus has three instructional coaches to assist with student growth in all areas.
- Each content area creates common assessments tailored to the needs of students and analyzes data from these assessments.

Curriculum, Instruction, and Assessment Needs

- ELL strategies, specifically for newcomers
- Reading strategies for students with 3+ years below grade level
- Online Math textbook training
- Stronger involvement in extracurricular activities, fine arts, and clubs

Family and Community Involvement

Family and Community Involvement Summary

Parents can participate in ACE programs, Coffee with the Counselors, Athletics, Band/Choir/Orchestra, Dual Language parent night, 5th-8th grade parent night, mentor banquet including students and their families and Report Card pick-up nights. Parents also work directly with our Community in Schools. SWMS also has a Family Resource Officer.

Family and Community Involvement Needs

- More parent engagement in supporting the school needs at home and on campus.
- Workshops that focus on teaching parents how to support and work with their students.
- Parent-Leader groups

School Context and Organization

School Context and Organization Summary

- SWMS has 3 APs, 3 Instructional Coaches, 2 Counselors, CIS officers, a Family Resource Officer, ACE, and a Mentor program.
- A parent education room to hold parent classes
- Grade levels are divided into sections within the school

School Context and Organization Strengths

- 4 teachers in Math and ELA allow for smaller class sizes in subjects that are heavily tested
- Common planning time for core subjects
- 3 Instructional coaches to help meet the needs of all students
- Family Resource Officer
- Communities in Schools
- ACE after school program
- Parent classes with Counselors

School Context and Organization Needs

- Longer Activity/Advisory class=set up as a "homeroom" at the beginning of the day (30 Minutes) in order to set students up for the learning day
- Use our time effectively in the morning before school begins
- Grade level teams for cross curricular instruction

Technology

Technology Summary

SWMS has a variety of technology available for students and staff members. Our campus teachers are expected to integrate technology into the instructional process. Technology is used in a variety of manners including, stations, presentations, video clips for instructional purposes, Edmodo, and peer to peer teaching. All use of technology is previewed and monitored by the teachers. Technology is available for students in the library before and after school. Our campus E-trainer works to develop teachers, so their usage of available technology is purposeful and integrated into the curriculum. Goals are written with teachers to increase student usage, not just teacher usage.

Technology Strengths

ActivBoards are available in all classrooms and the library. The majority of the classrooms also have portable laptops and iPad/iPods for student use. Classrooms that do not have access to these 100% of the time in their classrooms are allowed access to multiple types of technology by checking them out through the library. Students/teachers also have access to a computer lab. Principles of Art/AV/Communication class has been added as an elective.

Technology Needs

- Home internet access
- lack of personal technology devices
- Parent understanding of technology uses
- Reliable school internet availability

- More whole-class devices

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

Student Data: Assessments

- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Behavior and Other Indicators

- Discipline records

Goals

Goal 1: In three years 85% of our students will reach or surpass Reading, writing, math, science and social studies grade level expectations

Performance Objective 1: Increase the percentage of students meeting expectations on Reading STAAR from 55% to 65% and increase the ELL group from 27% to 40%.

Summative Evaluation: STAAR TEST

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will assess the reading level of students, will teach students their levels and will have books available in their classrooms for students to choose books "in their zone". Teachers will provide after school tutorials in all content areas.</p>	2	Teachers Icoaches AP Principal Department chairs	student conference observation			
Funding Sources: 211 - Title I, Part A - \$4850.00, 211 - Title I, Part A - \$123562.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) A school wide interactive data wall has been added. Coaching for teachers and I coaches on how to use data to drive small group instruction and how to do small group instruction. Houston A+ Challenge</p>	2	AP Principal Houston A+ Challenge I coaches	walk through			
Funding Sources: 211 - Title I, Part A - \$30000.00, 211 - Title I, Part A - \$10240.00						
<p>Critical Success Factors CSF 4</p> <p>3) Using the 25/75 structure, teachers will use different strategies to build a community within their classroom to help foster learning. These strategies come form initiatives like PBIS, Erik Jensen, and Seidlitz. Students will use classroom magazines in the classroom to build reading skills. Supplies needed for students in the classroom; ink, printers, dictionaries. copy paper, paper supplies and materials, and technology (tablets). Student books-Character Building and library center books for classrooms. Student leadership binders and dividers.</p>	2	i coaches AP /principal Department chairs	walk-thoughts students survey			
Funding Sources: 211 - Title I, Part A - \$32101.60, 211 - Title I, Part A - \$23362.05, 211 - Title I, Part A - \$9396.96, 211 - Title I, Part A - \$5000.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Daily and formative assessments will be done to asses where students are. Data will be discussed during collaborative data analysis meetings and instruction will be adjusted according. Saturday LA dept teacher training (2/6/16).</p>	2, 4, 8, 9, 10	i coaches Assistant principals Teachers	Daily observation data unit test CBA			
	Funding Sources: 211 - Title I, Part A - \$5000.00, 211 - Title I, Part A - \$10240.00, 211 - Title I, Part A - \$1188.00					
<p>5) We will work to improve our effectiveness of planning through our Professional Learning Communities (PLCs) with the help of iCoaches and Houston A+ Challenge. Teacher staff development books and supplies.</p>		iCoaches, APs, and Principal	Quality mini-lessons, effective team conversations, and Unit plans			
	Funding Sources: 211 - Title I, Part A - \$680.00					
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: In three years 85% of our students will reach or surpass Reading, writing, math, science and social studies grade level expectations









Performance Objective 2: Increase the percentage of students meeting expectations on Writing STAAR from 46% to 55% and increase the ELL group from 15% to 30%.

Summative Evaluation: STAAR Test

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) We will work to improve our effectiveness of planning through our Professional Learning Communities (PLCs) with the help of iCoaches and Houston A+ Challenge</p> <p>CAMT 2016 -Staff Development HCDE- Restorative Practices</p>	3, 4	iCoaches, APs, and Principal	Quality mini-lessons, effective team conversations, and Unit plans			
Funding Sources: 211 - Title I, Part A - \$11701.50						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will use data from daily and formative assessments to effectively create small groups and differentiated lessons for students. Coaches and Houston A+ Challenge will help support this through professional development opportunities and learning walks</p>	8	iCoaches, 7th grade AP, ELA AP	Quality lessons, targeted small group instruction, Writing assessments			
<p>3) Using the 25/75 structure, teacher will create an environment that promotes a sense of community, student choice, creativity, and independent learning.</p>		iCoaches, Department Chair, APs, Principal, Houston A+	Informal and formal assessments, engaging mini-lessons, student participation			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: In three years 85% of our students will reach or surpass Reading, writing, math, science and social studies grade level expectations

Performance Objective 3: Increase the percentage of students meeting expectations on Social Studies STAAR from 44% to 55% and increase the ELL group from 15% to 30%









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will plan curriculum units with essential questions and enduring understandings of social studies and their grade level content in mind. Houston A+ Challenge will provide a model for the "what" and "how" of a unit. The units will be designed using the Understanding by Design (or backwards design) model. Teachers will have the opportunity to see models of high quality planning conversations, receive feedback on their unit plans, and share their plans for vertical suggestions and feedback from their peers.	4	iCoaches, DCs, APs, Principal	Quality planning conversations during common planning time; unit plans submitted to iCoach, DC, and AP; Assessments completed before teaching of a unit begins			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: In three years 85% of our students will reach or surpass Reading, writing, math, science and social studies grade level expectations

Performance Objective 4: Increase the percentage of students meeting expectations on Math STAAR from 68% to 78% and increase the ELL group from 55% to 65%

Goal 1: In three years 85% of our students will reach or surpass Reading, writing, math, science and social studies grade level expectations

Performance Objective 5: Increase the percentage of students meeting expectations on Science STAAR from 67% to 70% and increase the ELL group from 40% to 50%








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will plan curriculum units with the "narrative" of science and their grade level content in mind. The district lead science instructional coach will be consulted for advice and support. The units will be designed using the Understanding by Design (or backwards design) model. Teachers will have the opportunity to see models of high quality planning conversations, receive feedback on their unit plans, and share their plans for feedback from their peers.	4	Instructional Coaches, APs, Principal, Department Chair	Quality planning conversations, Unit Plans submitted to DC, iCoach, and APs			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: In three years 35 % of all students will be postsecondary ready.

Performance Objective 1: 15% of all students will performance at the post secondary level according to the STAAR.

- In Reading, the percentage of students who will perform at the post secondary level will increase from 4% to 15%.
- In Writing, the percentage of students who will perform at the post secondary level will increase from 2% to 10%
- In Social Studies, the percentage of students who will perform at the post secondary level will increase from 1% to 12%
- In Math, the percentage of students who will perform at the post secondary level will increase from
- In Science, the percentage of students who will perform at the post secondary level will increase from 8% to 15%

Summative Evaluation: Level III on STAAR.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Using data, teachers will created differentiated lessons to address Level III bound students in order to push them toward the Advanced placement. Pre AP classes will focus on higher level questioning, problem-based learning, and interactive lessons.		Teachers, iCoaches, APs, and Principal	increased numbers in formal assessments for Level III			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: In 3 years, 80% of students will rate the school favorable in the 7 C (care, challenge, control, clarify, captivate, confer and consolidate).

Performance Objective 1: Faculty and staff will collaborate with stakeholders to foster a culture of engagement, exposure, and effort that leads to our students rating the school favorable in Confer and Control.

Summative Evaluation: Tripod data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Provide opportunities to increase community and parental involvement along with parenting skills.</p> <p>Parent classes offered: ESL, Parenting (parents are recognized for completion of the course) Love and Logic, GED classes, STAAR Preparedness, Skyward/parent portal, technology, ACE Orientation</p> <p>Monthly counselor's coffee for parents and community members in the morning and evening</p> <p>Parent compact- September 25 Title I meeting</p> <p>Parent Classes thru Texas Ace during the school year and summer.</p> <p>Purchase parent resources for parent classes and student academic achievement.</p>	6	Counselors, CIS, ACE, Librarian	Parent sign-in sheets, surveys, parent surveys, number of parents in attendance			
<p>Critical Success Factors CSF 6</p> <p>2) Weekly advisory lessons using the PBIS model (SEL, Bullying, T-2-4, friendship, self-esteem, school wide culture, SOAR lessons)</p>	1, 2, 3	Principals, APs, counselors, teachers, PBIS committee	Advisory lessons shown and discussed, discipline referral reports, campus surveys			

<p align="center">Critical Success Factors CSF 6</p> <p>3) Promote positive campus culture by creating consistent school-wide expectations. Teachers use procedures and expectations that were collaboratively developed in order to promote a consistent school-wide culture. (S-Safety, O-Ownership, A-Achievement, R-Respect) Students and staff will use a common language when speaking about areas and behavior expectations of the school (SOAR). Student agendas will be used consistently with all students in order to promote organization (documenting objectives and homework). This will increase home and school communication.</p>	2, 3	All Staff	Observations, discipline referrals, campus survey, tripod.			
<p>4) Positive Behavior Intervention Systems (PBIS) As a school we have implemented new rewards and systems to encourage and motivate students' positive behaviors. The rewards include Hawk Bucks, a campus game room, outside play during lunch, music at lunch, and student choice rewards. We will also open a school store where Hawk Bucks can be spent.</p>		PBIS Committee, APs, Principal, Teachers, Counselors, Family Resource Officer, System of Care Coach (EW)	Students spending Hawk Bucks (which is evidence they earned them), use of game room, use of outdoor areas, decreased discipline referrals			
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 4: To remain in compliance with federal and state goal

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Summative Evaluation: all will be perform

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will assess the reading level of students, will teach students their levels and will have books available in their classrooms for students to choose books "in their zone". Teachers will provide after school tutorials in all content areas.
1	1	2	A school wide interactive data wall has been added. Coaching for teachers and I coaches on how to use data to drive small group instruction and how to do small group instruction. Houston A+ Challenge

State Compensatory

Budget for Spring Woods Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
199	6399 General Supplies	\$8,534.00
6300 Subtotal:		\$8,534.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Peters	Reading Teacher	title I	1.0
max ayala	Family resource Officer	Title I	1.0
Melissa Vallery	Math teacher	Title I	1.0

2015-2016 Campus Improvement Team

Committee Role	Name	Position
Administrator	Deborah silber	principal
Classroom Teacher	wegener	teacher
Classroom Teacher	Barbier, Brice	teacher
Classroom Teacher	Luna, Casey	teacher
Classroom Teacher	Nebel, Kevin	teacher
Classroom Teacher	Jackson, Kevin	teacher
Non-classroom Professional	Greg Tammen	Assistant Principal
Parent	Danilo Almario	parent
Parent	Lorena Baltazar	Parent
Parent	Yolanda garcia	parent
Parent	Pamela Mazariegos	parent
Parent	Rosa Angelica oviedo	parent
Parent	Dmel Tatum	parent
Parent	Darlenis Zapata	Parent

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Transportation	211.11.6494.000.044.30.0.000.FBG16	\$4,850.00
1	1	1	LA & Math Teachers		\$123,562.00
1	1	2	Houston A+ Challenge	211.13.6299.000.044.30.0.000.FBG16	\$30,000.00
1	1	2	Sub payment for teacher trainings & sub additional support in classroom	211.13.6112.000.044.30.0.000.FBG16	\$10,240.00
1	1	3	Classroom materials and supplies	211.11.6399.000.044.30.0.000.FBG16	\$32,101.60
1	1	3	Technology	211.11.6398.000.044.30.0.000.FBG16	\$23,362.05
1	1	3	Technology Camp - Summer	211.11.6412.000.044.30.0.000.FBG16	\$9,396.96
1	1	3	Student Books- classroom supplies	211.11.6329.000.044.030.0.000.FBG16	\$5,000.00
1	1	4	Copies, paper, classroom supplies, ink, dictionaries, etc.	211.11.6399.000.044.30.0.000.FBG16	\$5,000.00
1	1	4	Substitute Pay	211.13.6112.000.044.30.0.000.FBG16	\$10,240.00
1	1	4	Language Arts department training	211.13.6116.000.044.30.0.000.FBG16	\$1,188.00
1	1	5	Teacher staff development books and supplies	211.13.6399.000.044.30.0.000.FBG16	\$680.00
1	2	1	Professional Development	211.13.6411.000.044.30.0.000.FBG16	\$11,701.50
3	1	1	Parent Supplies and Materials	211.61.6399.000.044.30.0.000.FBG15	\$2,413.03
3	1	1	Parent Meetings supplies	211.61.6499.000.044.30.0.000.FBG15	\$878.93
3	1	1	Family and Community Resource Officer		\$72,743.00
Sub-Total					\$343,357.07
Grand Total					\$343,357.07