

**Spring Branch Independent School District**  
**Spring Branch Middle School**  
**2014-2015 Campus Improvement Plan**

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# Comprehensive Needs Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

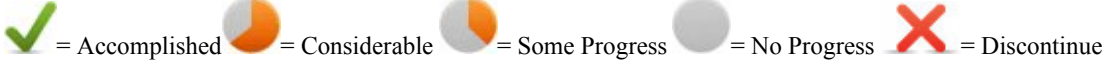
## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

# Goals






**Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.**

**Performance Objective 1:** SBMS faculty and staff will build relationships with their students and will know each student as a learner.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) The SBMS Counseling Team will use Naviance to identify areas of students interest, strengths, goals, and talents.	Counseling Team	Naviance Data			
2) Following the administration of a common assessment, core teachers will analyze data as a team and identify each student strengths and weaknesses.	APs/I-Coach	Common Assessment Data			
3) SBMS will communicate ReadStep and Stanford 10 data to parents to help them understand the strengths and weaknesses of their child.	Counselors/APs	Sign-In Sheets/Meeting Agenda			
					


**Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.**

**Performance Objective 1:** SBMS faculty and staff will have high expectations for all students and provide scaffolds and various learning opportunities for all students to obtain post secondary preparedness.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Each Core Department will meet to reflect over the previous year's student performance data and identify areas of growth by using the Six Step Process for Continuous Improvement.</p>	Principal/APs/I-Coach	Department Action Plans			
<p>2) All SBMS teaching staff will hold a regular tutorial session at least once per week either before or after school to provide academic support for all students.</p>	APs/Teachers	Tutorial Sign-In Sheets			
<p>3) SBMS will provide math and reading interventions for students who did not master the STAAR state exam.</p>	APs/I-Coach	Progress Reports/Report Card Grades/STAAR Data			
<p><b>System Safeguard Strategies</b></p> <p>4) All core teachers will attend campus and district-based ESL professional development and implement the support strategies outlined in the trainings.</p>	Principal/APs/I-Coach	Teacher Observations Staff Development Agendas TELPAS Data STAAR Data			
<p>5) SBMS co-teachers will attend Special Education district-based training aimed at providing best practices for the co-teach classroom. Co-teachers will implement the support strategies outlined in the trainings.</p>	Special Education Coordinator/Principal/APs	Progress Reports/Report Cards/STAAR Data			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					


**Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.**

**Performance Objective 1:** SBMS faculty and staff will collaborate with stakeholders to foster a culture of engagement, exposure, and effort that leads to broader opportunities.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) SBMS will continue to work with the PTA to provide the Junior Achievement curriculum in 6th grade social studies classes to expose students to business/entrepreneurial principles and community leaders.	Principal/SS Department Chair	Volunteer Presenters/Completed JA Curriculum			
2) SBMS will create various committees which focus on academic, social, and emotional development to create well-rounded students (Literacy, Character in Action, Mission/Vision, and Discipline).	Principal	Committee Action Plans			
3) SBMS will work with the PTA to establish a long-term planning committee. The long-term planning committee will establish long and short-term priorities and will provide funding for teachers to provide greater opportunities for students to have a quality and enriching educational experience.	Principal	Funded Proposals			
4) SBMS will continue to recruit and expand the mentoring program. Mentees will be identified and paired with an adult mentor.	Counselor	Progress Reports/Report Cards/STAAR Data			
					

**Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.**

**Performance Objective 1:** SBMS faculty and staff will advocate and take action that supports that every student is on a pathway towards T-2-4.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) SBMS will collaborate with SFMS on Early Dismissal Days to analyze TEKS and design rigorous assessment questions which will help them to determine whether students are mastering objectives in their current grade level.	Principal/I-Coach	Common Assessments/STAAR Data			
2) SBMS faculty and staff will continue to promote higher education by wearing a college or university shirt on Friday Jeans Days, planning activities for GenTX Week, sponsoring trips to athletics and fine arts events at the collegiate level, and encouraging girls to participate in the annual Expand Your Horizons event.	Counselors				
3) SBMS will continue to work with the Texas Scholars Program to provide information on college and career awareness for 8th grade students.	8th Grade Counselor	Volunteer Presenters			
					



**Goal 5: To remain in compliance with Federal and State law.**

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

**Summative Evaluation:** All strategies will be implemented.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE, G/T, LEP, Safe & Drug-Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.	Principal Assistant Principal I-Coach	STAAR Data Campus Surveys Benchmark Data			
2) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.  (SBMS teachers meet with members of the ILT to update and monitor accelerated instruction plans. Teachers are required to keep accurate SSI documentation which specifies interventions for struggling students.)	Assistant Principal I-Coach	SSI Paperwork STAAR Data Benchmark Data Report Cards			
3) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness(STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.	I-Coach Campus Librarian Campus E-Trainer	Lesson Plans documenting technology integration  Staff development agendas/sign-in sheets			
4) Promote parent and community involvement in drug and violence prevention programs/ activities.  PTA Meetings  Communities In Schools Parent Meetings  Rachel's Challenge Community Night	Principal Counselors Librarian CIS Project Manager	Agenda/Sign-In Sheets			






<p>5) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> <li>* Bullying Prevention</li> <li>* Violence/conflict resolution</li> <li>* Recent drug use trends</li> <li>* Resiliency/Developmental Assets</li> <li>* Prevention Curriculum training</li> <li>* No Place for Hate</li> <li>* CSHAC</li> <li>* CARES</li> <li>* SEL</li> <li>* Developmental Assests</li> <li>* TRIBES</li> <li>* Love and Logic</li> </ul> <p>Rachel's Challenge Staff Training (Anti-bullying)</p> <p>SBMS CSHAC committee meets on a consistent basis to address health related needs</p> <p>Character in Action Committee (Anti-bullying)</p>	<p>Rachel's Challenge Committee Character in Action Committee</p>	<p>Staff development agendas Faculty meeting agendas</p>			
<p>6) SPECIAL EDUCATION -</p> <ul style="list-style-type: none"> <li>*Monitor LRE ratio.</li> <li>*Develop campus capacity to support inclusive programming for students with disabilities.</li> <li>*Evaluate campus LRE ratio.</li> </ul> <p>(The Campus IEP Specialist serves as a valuable member of the ILT. The Campus IEP Specialist is involved in building the master schedule with the ILT. SPED teachers are involved in department meetings, instructional planning days, and data analysis conferences. SPED teachers minotor a case load of students. SBMS incorporates the in-class support model to ensure full continuum of support.)</p>	<p>Principal Campus IEP Specialist</p>	<p>ARD meetings Progress reports/report cards</p>			
<p>7) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Co-teachers monitor the academic progress of students during each 9-week grading period. Each co-teacher has a case load of students to mentor and provide support for.)</p>	<p>Principal Campus IEP specialist Co-teachers</p>	<p>STAAR Data Progress reports/report cards</p>			

<p>8) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(The Campus IEP Specialist in an integral part of the ILT. The Campus IEP Specialist collaborates with administrators, counseling team, and teachers to ensure training and timelines are implemented.)</p>	Principal Campus IEP Specialist	Faculty Meeting agendas ARD documentation Staff development agendas			
<p>9) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> <li>* Language Arts</li> <li>* Math</li> <li>* Science</li> <li>* Social Studies</li> <li>* LEP</li> </ul> <p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p>					
<p>10) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual materials After-school extended day Summer School Computer assisted instruction includes: Compass,, Larsens Math, Fast Math, etc...</p> <p>(The I-coach, ESL administrator, and ESL DC works with teaching staff to develop protocols for data conferences, bridging gaps, planning meetings, and staff development opportunities. This team also works with the Teaching &amp; Learning Department to provide training on a variety of training topics: ESL sheltered strategies, TELPAS, data analysis, etc.)</p>	Assistant Principal I-coach ESL DC	Faculty meeting agendas Staff development meeting agendas Planning meetings Campus data (report cards, progress reports, TELPAS rating data)			
<p>11) CAMPUS VOLUNTEER/PARTNERSHIP - Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships.</p> <p>(The CIS Project Manager will keep a spreadsheet of volunteer partnerships. The counseling team will work with the SBISD Community Relations Department to recruit and train mentor volunteers. The SBMS PTA will recruit parent volunteers to assist with delivering the Junior Achievement curriculum. The SBMS administrative team will recognize volunteers at an end-of-year breakfast.)</p>	CIS Project Manager Counseling Department Principal	Sing-In Sheets Volunteer Spreadsheet			
Funding Sources: 199 - General Fund: SCE - \$2940.00					

<p>12) TITLE II, A - Provide professional development that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> <li>* vertical alignment</li> <li>* instructional strategies to meet the needs of diverse student populations</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy</li> <li>* STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math.</li> <li>* DDI</li> <li>* Co-Teach Training</li> <li>* Small Group Instruction</li> <li>* This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.</li> </ul> <p>(The SBMS ILT will work with the Teaching &amp; Learning Department, Special Education Department, and Accountability &amp; Research Department to provide on-going staff development for co-teach training, DDI, vertical alignment, common assessment/TEKS dissection, ESL sheltered instruction strategies, and small group instruction. Early release days, planning meetings, and staff development days will be used to offer the above mentioned trainings.)</p>	Principal I-Coach	Agendas Observations/ walk throughs Lesson Plans			
<p>13) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>(The SBMS ILT will work with the Teaching and Learning Department to ensures staff development opportunities are aligned with DDI, technology, and differentiation.)</p>	Principal Assistant Principals I-Coach	Agendas Lesson Plans Observation/walk throughs			
<p>14) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(SBMS offers a New Teacher Staff Development Program. New teachers receive training at the August campus orientation, are paired with an experienced mentor, and meet on a monthly basis.)</p>	Principal HR Department	Agendas Sign-in sheets			
<p>15) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on the campus webiste.</p> <p>((Multiple opportunities to attend job fairs in-state and out-of-state were provided by the HR Department. The principal works with the HR Department to recruit highly-qualified teachers for the campus. The campus works with UH to host pre-service teacher visits to observe classrooms.)</p>	Principal Assistant Principal I-Coach	Agendas Interviews Job Postings Candidate Selection			

<p>16) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>(Monthly opportunities are provided for all stakeholders to collaborate, plan, and implement timely campus staff development sessions. Monthly CIT/PTA meetings are held to receive input.)</p>	Principal I-Coach	Meeting agendas Staff Development agendas			
<p>17) Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction.</p> <p>(The nurse, counselors, and administrators join forces to assist any student in this situation. We also receive District support in this area.)</p>	Principal Nurse Counseling Team CIS	Service logs			
<p>18) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.</p> <p>(SBMS and the Advance Academic Studies Department communicate GT opportunities available for teachers provided by the district.)</p>	Campus GT Coordinator Principal	Staff development service records GT staff development log			
<p>19) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>(GT teachers are required to attend and maintain required professional development requirements to stay abreast of best practices for meeting the needs of GT students. The campus GT contact will provide information regarding available GT professional development opportunities.)</p>	GT Campus Contact Advanced Academic Studies GT Teachers	Staff development service records			

<p>20) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing, and nomination of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>(SBMS presented GT information to our incoming 6th grade parent community at our 6th Grade Transition Meeting. Our campus GT Coordinator conducted the annual screening of potential GT students following district procedures. The GT coordinator communicated information regarding the process in the PTA e-blast newsletter.)</p>	<p>Principal Counselors Advanced Academic Studies</p>	<p>GT District timeline Number of students tested/selected Transition Parent Meeting Agenda</p>			
<p>21) COORDINATED SCHOOL HEALTH (CSH) and CIP:</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> <li>1. Review the School Health Index completed by the C-SHAC</li> <li>2. Identify focus area(s) for campus</li> <li>3. Choose focus area(s) to place in this area of Required Elements</li> <li>4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ol style="list-style-type: none"> <li>a. District Five Year Goal Campus Survey</li> <li>b. School Health Index</li> <li>c. SEL/40 Developmental Asset Survey</li> </ol> </li> </ol> <p>The C-SHAC meets on a consistent basis to identify focus areas for the campus. This year the C-SHAC team hosted a Family Health Night during the Back to School Night and a student C-SHAC team has been developed.</p>	<p>Assistant Principal Nurse</p>	<p>Surveys Health Night with community volunteers Meeting agendas</p>			
<p>22) Review and revisit both the Home/School Compact and Parental Involvement Policy: *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document</p> <p>(This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p>	<p>N/A</p>	<p>N/A</p>			

<p>23) Increase parent attendance at Title I Annual Meeting to share:          *standards and goals          *parents' rights'          *curriculum          *School Report Card          *Title I participation          *Offer a flexible number of meetings.</p> <p>(The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)</p>	N/A	N/A			
<p style="text-align: center;">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

## System Safeguard Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	1	1	Each Core Department will meet to reflect over the previous year's student performance data and identify areas of growth by using the Six Step Process for Continuous Improvement.
2	1	4	All core teachers will attend campus and district-based ESL professional development and implement the support strategies outlined in the trainings.



## 2014-2015 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Bryan Williams	Principal

## Campus Funding Summary

<b>199 - General Fund: SCE</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
5	1	10	At-Risk		\$2,940.00	
					<b>Sub-Total</b>	\$2,940.00
					<b>Grand Total</b>	\$2,940.00