

Spring Branch Independent School District
Memorial High School
2016-2017 Campus Improvement Plan



Comprehensive Needs Assessment

Demographics

Demographics Summary

| | Total | White | Hispanic | Black | Asian | 2 or more | Low SES | LEP |
|---------|-------|-------|----------|-------|-------|-----------|---------|------|
| 2008-09 | 2202 | 73.3% | 13.1% | 1.3% | 12.2% | | 7.4% | 4.1% |
| 2009-10 | 2274 | 68.8% | 14.7% | 1.5% | 12.3% | 1.6% | 10.8% | 4.2% |
| 2010-11 | 2374 | 65.7% | 16.5% | 1.5% | 13.5% | 1.7% | 11.8% | 4.3% |
| 2011-12 | 2458 | 63.3% | 18.3% | 1.7% | 14.4% | 1.7% | 12.8% | 3.8% |
| 2012-13 | 2563 | 63.2% | 18.0% | 1.7% | 14.7% | 1.9% | 12.0% | 4.3% |
| 2013-14 | 2562 | 62.6% | 17.7% | 1.5% | 15.7% | 2.0% | 10.5% | 4.5% |
| 2014-15 | 2595 | 60.2% | 19.2% | 1.8% | 16.1% | 2.5% | 10.0% | 5.0% |
| 2015-16 | 2650 | 61.2% | 18.6% | 1.9% | 15.8% | 2.5% | 9.4% | 4.6% |

Student Achievement

Student Achievement Summary

Testing Profile - 2016

| PSAT | 9th | 10th | 11th |
|-----------------|------------|-------------|-------------|
| Memorial | 978 | 1051 | 1124 |
| Texas | 864 | 894 | 952 |
| Nation | 885 | 932 | 1009 |

| ACT | English | Math | Reading | Science | Composite |
|-----------------|----------------|-------------|----------------|----------------|------------------|
| Memorial | 26.2 | 26.4 | 26.8 | 25.6 | 26.4 |
| Texas | 19.4 | 20.7 | 21.0 | 20.7 | 20.6 |

| SAT | Math | Reading | Total |
|-----------------|-------------|----------------|--------------|
| Memorial | 600 | 589 | 1189 |
| Texas | 465 | 466 | 931 |
| Nation | 490 | 480 | 970 |

| Advanced Placement | 2015 | 2016 |
|---------------------------------------|-------------|-------------|
| Total AP Students | 783 | 1045 |
| Number of Exams | 1886 | 2438 |
| AP Students with Scores 3+ | 655 | 849 |
| % of Total AP Students with Scores 3+ | 83% | 81% |
| AP Scholars | 127 | 129 |
| AP Scholars with Honors | 68 | 56 |
| AP Scholars with Distinction | 112 | 148 |
| AP National Scholar | 20 | 25 |

| National Merit Recognition | 2015 | 2016 |
|-----------------------------------|-------------|-------------|
| Finalist | 7 | 13 |
| Semifinalist | 8 | 14 |
| Commended Scholars | 31 | 40 |
| National Hispanic Scholars | 7 | 9 |

School Culture and Climate

School Culture and Climate Summary

The Mustang Way will be introduced to students and staff this school year. This idea correlates well with what it means to represent your school, family, and community. Each letter of "Mustangs" represent a character quality of who we are and who we want to be. During our 30 minute advisory period, teachers will collaborate with students ways to improve themselves and our school. Relationships will be stressed in all discipline matters to demonstrate the importance of being the best citizen, best individual, best teammate possible.

School Culture and Climate Strengths

MHS is blessed by a most capable counseling staff as a student/family advocate. These staff members identify deficiencies and struggles of students and develop plans to focus on graduation, personal growth, emotional health and improved behavior. Our counseling team has a well-developed network within the community and beyond to encourage graduation and post secondary success. Teachers do a fantastic job of creating positive rapport with parents and discussing the issue that is creating any problem. Our students continue to be good stewards for the community. Student led groups

School Culture and Climate Needs

The culture and climate of MHS is a balancing act of pushing students toward their maximum achievement level and developing quality individuals. Teachers and administrators will set the standard by displaying professionalism in relationships with students and each other at all times. The school wide Advisory program and the emphasis on "The Mustang Way" is placing an emphasis on appropriate social media use along with possible ramifications of negative use. A large percentage of student conflict can be traced to social media.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Memorial High School staff including teachers, administrators, counselors and paraprofessionals is 100% Highly Qualified according to applicable regulations. It is the policy of the district to employ only highly qualified teachers and staff. Besides participating in professional development training prior to the school year and collaboration during the school year, teachers and paraprofessionals are required to attend 18 hours of professional development each school year.

Staff Quality, Recruitment, and Retention Needs

MHS staff will continue to be highly qualified as directed by the SBISD School Board. ESL and G/T courses will be offered to assist personnel in obtaining those certifications and designations.

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Performance Objective 1: MHS will increase the levels of student engagement based on feedback from the student and parent district survey.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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: MHS faculty and PTA will conduct evenings meetings and trainings with our students and families from poverty to increase parent involvement and access to technology.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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: MHS will increase the number of students in all grades that successfully complete at least one advanced course by 5%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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: MHS will develop advisory classes at every grade level. The advisory teacher will remain with their same advisory group of students for all four years.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 5: MHS will remain in compliance with Federal and State law.

Performance Objective 1: All financial procedures will comply state and federal guidelines. All state academic standards will be met: EOC Algebra, English 1 & 2, US History, and Biology.

Evaluation Data Source(s) 1: Internal financial review every month. Benchmark exams and monthly assessments will assess needs for interventions as well as additional tutorials. End of the year results will determine EOC standards.

Summative Evaluation 1:

Goal 6: MHS will increase the literacy of ELL students as measured by TELPAS, EOC English I, and EOC English II.

Goal 7: MHS will increase the percentage of 9th graders' successful completion of at least one advanced course from 63% to 70%.

Goal 8: MHS will increase the passing rate at Level II for our low socioeconomic students in Reading from 71% to 80%.