

Spring Branch Independent School District

Memorial Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Top 25% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

Memorial Middle School, recognizing the challenge of educating learners for the twenty-first century, accepts the responsibility of providing the optimum learning environment required to prepare these learners to compete successfully in a highly diverse and global community.

Vision

Understanding the characteristics of the middle level learner, Memorial Middle School believes:

Opportunities for developing and building self-esteem must be provided.

Dignity and respect for the uniqueness of each learner is acknowledged. Enrichment should be an integral part of the total curriculum to maximize student achievement.

All students deserve academic challenges that acknowledge a variety of learning styles.

Interdisciplinary teaming and the development of thematic units provide lifelong learning experiences.

A continuum of learning exists among elementary, middle, and high schools.

The integration of technology provides the learner with the skills necessary to compete in the Information Age.

A community of learners is developed through the efforts of teams of teachers and students.

Teachers as facilitators in the classroom produce autonomous learners.

Cooperative learning promotes an individual's responsibility to a group.

A safe environment creates a sense of belonging.

Respect for self and others develops good citizens.

Parents and the community should contribute mutually in the success of the school.

Through the implementation of these beliefs, Memorial Middle School creates a culture which best prepares students for the future.

Value Statement

Always putting forth our personal best!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Type Middle School

Campus Size 1,380 Students

Grade Span 06 - 08

Percent Economically

Disadvantaged 4.6

Percent English Language Learners 6.0

Mobility Rate 3.8

Percent Served by Special

Education 3.9

Percent Enrolled in an Early College

High School Program 0.0

Demographics Strengths

- High attendance percentage across all demographics.
- Mobility rate is low.

Student Achievement

Student Achievement Summary

MMS historically performs at a very high level with the majority of students experiencing academic success. Across all indices on the 2015 STAAR, MMS exceeded the benchmark. In 2015-2016, MMS students scored above 90% in each of the safeguard score targets. Over 100 students will be inducted into NJHS for the 17-18 SY. Access to GT and Pre-AP courses have increased since 15-16 SY. Historically, students performed at a highest in Math with growth needed in ELA, Science, and SS.

School Culture and Climate

School Culture and Climate Summary

Safety

Memorial Middle School is located in a residential neighborhood, not far from an interstate highway. Effective procedures are in place to promote safety of the students and staff at all times. School buildings are accessed through building entrances or gates within perimeter fencing. With the exception of the front entrance, all other entrances and gates are locked except for arrival and dismissal times. In the summer of 2016, measures were taken to strengthen security at the school. A protective glass wall was installed inside the main entrance in order to direct all visitors through the main office. Similarly, fencing was installed between the 8th grade building and the gym building in order to prevent open and direct access to the 8th grade building.

Discipline

Disciplinary policies and practices at Memorial Middle School are effective in increasing appropriate behavior and addressing incidences of inappropriate behavior. Analysis of discipline data indicates that Memorial Middle School has a low incidence of referrals for disciplinary action (5.1% of students). The primary incident types are cheating and insubordinate behavior with an increase in the number of referrals from sixth grade to eighth grade. There are no cases of students being sent to Disciplinary Alternative Education Programs (DAEP) or Juvenile Justice Alternative Education Programs (JJAEP).

Campus Activities

Memorial Middle School has a selection of campus activities available to engage students and promote wide-spread student participation. Activities for students during the school day include the Student Council, the National Junior Honor Society, the Spelling Bee, the Geography Bee, and the Eagle Readers Book Club. After-school activities that would enable students to develop other interests are limited.

Bullying

Memorial Middle School fosters an environment of tolerance and cooperation. Conflict-free resolution and appropriate communication are actively promoted through periodic presentations to the student body by counselors. In addition, the school partners with initiatives such as No Place for Hate and Rachel's Challenge and encourages student participation in the associated activities.

School Culture and Climate Strengths

School Culture & Climate Strengths

- Effective procedures are in place to promote safety for students and staff.
- Minimal number of disciplinary referrals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Currently, Memorial has 100% highly-qualified teachers and 100% highly-qualified paraprofessionals. Teachers are hired based on their university

Certifications; they're also recruited through the various alternative certification programs. Instructional paraprofessionals must meet a minimum number of college credits before being hired. In order to help retain teachers and increase the quality of teaching, professional development is offered. Support is also offered to teachers through the utilization of mentors. Many of the teachers stay for long periods of time, and students even come back to teach here after college. The staff is very tight-knit and cohesive, so new teachers get taken under the wings of veterans in order to make them feel supported and heard.

Staff Quality, Recruitment, and Retention Strengths

- New teachers get a mentor teacher that's there for them throughout their first year.
- New teachers get an orientation day at MMS in which they get a tour, meet the other new teachers, and get to raid the "T-shirt closet"
- New teachers are introduced to the staff in fun and engaging ways
- Teacher retention
- Trainings take place during staff meetings at regular intervals
- Teacher book club brings together teachers from all disciplines as well as other faculty. It even has retired teachers that come to meetings for years after they retire
- Departments meet monthly to help keep teachers abreast of the happenings around campus, discuss district initiatives, and give teachers a chance to voice their opinions and concerns
- All teachers are trained in new district and state initiatives such as itslearning and T-TESS
- 100% of all English/Language Arts teachers are ESL-certified and most of them are GT-trained
- One-on-one meetings with administration when problems occur
- Teachers attending staff development – online classes, in-district trainings, conferences (i.e. Abydos Reading, Writing, and Grammar)
- Teachers are placed in teams and learning strategies of successful teachers are shared, which helps encourage collaboration through shared success stories

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus curriculum is aligned with district curriculum and state TEKS in each content area. MMS uses standardized assessment data to measure the impact of curriculum. Teachers meet before or after school to collaboratively design lessons and assessments. Lesson plans are checked by grade level administrators. STAAR scores indicate that the majority of MMS students outperform other district and state schools. MMS uses local, district, and state designed assessments to measure student performance. Based on these assessments MMS needs to close the achievement gap between White students and other subgroups (specifically, African American, Latino, Asian, and Homeless students). MMS faculty set instructional goals at the beginning of the T-TESS process. New opportunities for teacher growth are available to all faculty (e.g. peer feedback, Teaching and Learning Committee, Instructional Rounds). STAAR distinctions were earned for Math, Closing Performance Gaps, and Postsecondary Readiness.

Curriculum, Instruction, and Assessment Strengths

- Compared to like schools, MMS ranks #3 for closing the performance gap.
- 3 STAAR distinctions earned (math, closing the performance gap, post-secondary readiness)
- Math and Reading labs offered for struggling students
- Before and after school tutorials are offered to all students
- MMS outperforms all district middle schools as well as many state middle schools
- 30% of students are GT
- PLC pilots in ELA and Math
- Department Chairs participate in Instructional Rounds
- Teaching and Learning Committee investigates instruction, assessment, and unit planning strategies to pilot before building-wide initiatives are rolled out

School Context and Organization

School Context and Organization Summary

Memorial Middle School is organized by departments and then is further sub-divided by grade levels. There are nine departments: math, science, English, social studies, technology applications, fine arts, foreign language, physical education, and special education.

Inclusion teachers are assigned in all core subjects to work in co-taught and support facilitated classes. There is a PASS program, as an alternative to special assignments class, provided for students that have been diagnosed as emotionally disturbed. For students with special needs and an intellectual disability, there are Basic classes that use software and other individualized programs to help students work at their own pace.

The four core classes (ELA, math, science and social studies) are starting professional learning communities. All teachers are responsible for tracking student progress - either through the district and state assessments or through classroom assessments.

All classes are 46 minutes, with the exception of sixth and 7th grade Language Arts; these classes are 90-minute blocks divided by a five-minute break. Campus goals are in alignment with district goals. Every month, the CIT meets in order to discuss campus strengths and needs and consider how we can impact the overall progress of the campus. Changes are assessed by the campus leadership and the Campus Improvement Team to ensure alignment with the district and campus plans.

Our map and physical environment reveal a focus on instruction. Core-area teachers are put near each other to encourage collaboration and growth amongst the faculty.

School Context and Organization Strengths

- Goals, performance objectives, and strategies are communicated through faculty and grade-level meetings
- Organization of school with specific process maps
- Teachers collaborate and mentor new and incoming teachers
- Extracurricular clubs are established that allow students academic passions in order to thrive
- Departments examine data in order to determine intervention plans

Technology

Technology Summary

At Memorial Middle, all teachers have access to ActivBoards and laptops with flipchart software that can be used in class to show visuals, information, and examples, and to allow students the chance participate in interactive lessons. Teachers can also augment their lessons with portable technology carts (computers, iPads, notebooks) that they may reserve through their department or the library as they need them. In addition to access to computers through their classes, students may access the district WiFi either on the SBISD network or sbisd-guest network by using their SBISD login credentials. Students may also use the library's bank of computers during activity or before or after school for personal or school work. Parents in the community support needs of the school by helping to purchase new technology.

Technology Strengths

School Context and Organizational Strengths

- Teachers and students have wide access to Internet, computers, iPads, and other technology during the school day
- Teachers and students have on-site technology support during the day and district support outside school hours
- Teacher technology training offered through district and at campus level
- Students can research sources through library -- district vets and subscribes to certain databases
- Teacher-made lessons and units submitted through departments and EdTech

Comprehensive Needs Assessment Data Documentation

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

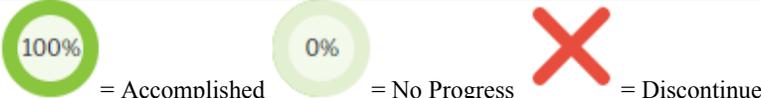
Goals

Goal 1: Student Growth - Students will make more than 1 year of growth in Reading and Math as measured by MAP Scores

Performance Objective 1: In the 2017-18 school year, 50% of all students in grades 6-8 will meet or exceed their Conditional Growth Index (CGI -1.0 to 1.0) on the Reading and Math MAP assessment.

Evaluation Data Source(s) 1: Baseline

Summative Evaluation 1:

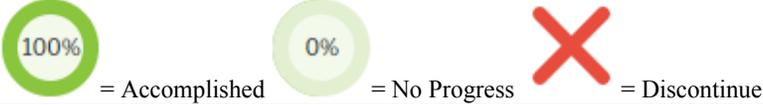
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Common planning periods for teachers	Administration Department Chairs				
					

Goal 2: Post-Secondary Readiness (Achievement) - MMS will maintain high expectations for all students by increasing rigor and participation in Pre-AP courses.

Performance Objective 1: MMS will increase by 15% the number of students performing at "meets" level on Reading and Math.

Evaluation Data Source(s) 1: Baseline
 2016-17 - 304 of 463 (66%) performed at "meets" on both Reading and Math.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Common planning periods for teachers	Administration Department Chairs				
					

Goal 2: Post-Secondary Readiness (Achievement) - MMS will maintain high expectations for all students by increasing rigor and participation in Pre-AP courses.

Performance Objective 2: 82% of Memorial Middle School students will successfully complete an advanced (Pre-AP) course with a grade of a 'C' or higher.

Evaluation Data Source(s) 2: In 2016-17 49.85% of students took at least one pre-ap course and got a C or higher.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Common planning periods for teachers	Administration Department Chairs				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 3: Post-Secondary Readiness (Equity) - MMS will increase the number of English-Language Learners who perform at the "Masters" level on Reading and Math by 15%

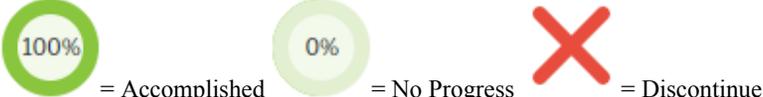
Performance Objective 1: Increase the number of ELL students by 15% who perform at the "masters" level

Evaluation Data Source(s) 1: 2016-17 Baseline:

MATH - 78% of Asian students performed at "Masters" whereas 39% of Hispanic students performed at "Masters"

Reading - 53% of Asian students "Masters" whereas 32% of Hispanic students performed at "Masters" level

Summative Evaluation 1:

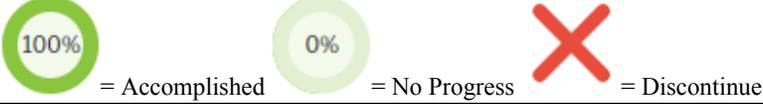
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Common planning periods for teachers	Administration Department Chairs				
					

Goal 4: School Connectedness - MMS will create a safe school environment that ensures the social, emotional, and physical well-being of our students

Performance Objective 1: As measured by the BOY Panorama to the EOY Panorama survey, there will be a 20% increase of students reporting school connectedness.

Evaluation Data Source(s) 1: 2016-2017 MMS piloted Panorama. 54% gave a positive response to classroom belonging, 61% gave a positive response to classroom teacher/student relationships

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) *Establish a PLC focused on student social emotional learning in an attempt to make 90% of students feel that they are connected to MMS *Conduct student focus groups at grades 6th, 7th, and 8th. *Investigate Mindfulness Club for Students *Work with the audiovisual class to make videos about safety on campus *Utilize the anonymous reporting feature on the website *Investigate using +Works as a campus *Red Ribbon Week *CSHAC	Administration Counselors Teachers	Improved EOY Panorama results by 20%			
					

Goal 4: School Connectedness - MMS will create a safe school environment that ensures the social, emotional, and physical well-being of our students

Performance Objective 2: The parent International Club will investigate and determine appropriate means of celebrating diversity at MMS.

Evaluation Data Source(s) 2: Panorama BOY and EOY

Summative Evaluation 2:

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.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Critical Success Factors CSF 2 CSF 3 CSF 6</p> <p>1) Conduct annual program evaluation (CATE, G/T, LEP, Safe & Drug-Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.</p>	Principal & APs	<p>Conduct needs assessment</p> <p>Analyze student performance data by subgroup</p> <p>Determine needs of the program.</p>			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>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.</p>	Principal Testing Coordinator	<p>8th grade STAAR results</p> <p>Accelerated instruction plans monitored</p> <p>Schedule for remediation</p> <p>Parent reports</p>			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) TECHNOLOGY - Provide professional development opportunities to build capacity of staff to integrate technology effectively (itsLearning).</p>	Campus-Teacher tech experts Principal	Ms. Stewart presents every third week to staff on itsLearning.			

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Promote parent and community involvement in drug and violence prevention programs/ activities.</p>	<p>Counselors</p> <p>PTA board</p> <p>Nurse</p>	<p>Red ribbon week</p> <p>PTA guest speakers</p>			
<p align="center">Critical Success Factors CSF 6</p> <p>5) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Resiliency/Developmental Assets * No Place for Hate * CSHAC * SEL * Mental Health</p>	<p>Counselors</p> <p>APs</p>	<p>Agendas</p> <p>Sign-in sheets</p> <p>Promotional materials</p> <p>Event registrations</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>6) SPECIAL EDUCATION - *Monitor LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. *Evaluate campus LRE ratio.</p>	<p>Diagnostician</p> <p>Principal</p>	<p>SPED failure rates</p> <p>SPED teacher inclusion logs</p>			
<p align="center">Critical Success Factors CSF 1</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>Principal & APs</p> <p>Diagnostician</p> <p>SPED teachers</p>	<p>ARD agendas</p> <p>State achievement results</p> <p>Adjustments made based on ARD results</p>			
<p align="center">Critical Success Factors CSF 1 CSF 6</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>Principal & APs</p> <p>Diagnostician</p>	<p>Department agendas</p> <p>Staff meeting agendas</p>			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) 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>	Principal & APs	Schedule illustrating intervention programs			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>10) CAMPUS VOLUNTEER/PARTNERSHIP - Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships.</p>	Principal Culture and Climate Team	Training agendas Recognition events & awards			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>11) TITLE II, A - Provide professional development that increases knowledge and skills.</p>		Instructional rounds notes PLC education and meetings Learning cycle data			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>12) Teachers/Administrators/Staff will develop understanding of the T-TESS framework.</p>	Principal & APs	Tuesday staff meeting agendas T-TESS records Learning cycles			
<p>13) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p>					
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>14) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria.</p>	Principal & APs Department chairs	Interview notes and recruitment efforts Percentage of retained teachers			

<p align="center">Critical Success Factors CSF 5</p> <p>15) 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>Principal & APs</p> <p>PTA Board</p>	<p>Parent night agendas</p> <p>PTA agendas</p>			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>16) 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>Principal</p> <p>Counselors</p> <p>Nurse</p>	<p>Curriculum</p> <p>After school program outlines</p> <p>Agendas</p>			
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>17) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need.</p>	<p>Principal</p>	<p>Sign-in sheets, agendas, and materials from GT training.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>18) 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>Principal & APs</p> <p>GT Coordinator</p>	<p>Evaluation notes</p> <p>Observation notes</p>			
<p align="center">Critical Success Factors CSF 2 CSF 5</p> <p>19) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district wide 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>Principal & APs</p> <p>GT Coordinator</p>	<p>Evaluation documents</p> <p>Parent agendas and sign-in sheets</p>			

<p align="center">Critical Success Factors CSF 6</p> <p>20) COORDINATED SCHOOL HEALTH (CSH) and CIP:</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ul style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey 	Principal CSHAC members	CSHAC Agendas CIP			
<p align="center">Critical Success Factors CSF 5</p> <p>21) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p>	Principal PTA Board	Completed Home/School Compact			
<p align="center">Critical Success Factors CSF 5</p> <p>22) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. 	Principal PTA	Parent Title I Agenda			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$43,676.00
+/- Difference					\$43,676.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$275.00
+/- Difference					\$275.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$760.00
+/- Difference					\$760.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$420.00
+/- Difference					\$420.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$41,606.00
+/- Difference					\$41,606.00
Grand Total					\$0.00