

Spring Branch Independent School District
Spring Branch Middle School
2018-2019 Campus Improvement Plan



Mission Statement

Our mission is to provide the building blocks for students to attain:

Success Beyond Middle School

Vision

SBMS will be a learning community that values differences and encourages high achievement in ALL students towards T-2-4 success.

Value Statement

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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




Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 68% (Math) and 50% (Reading) of SBMS students will meet or exceed growth expectations on MAP.

Evaluation Data Source(s) 1: MAP

Summative Evaluation 1:

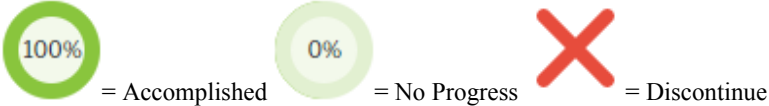
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide additional training to core teachers on how to effectively utilize MAP data. Melissa Stadtfeld trains teachers 4 times a year. (Once every 9 weeks)	Assistant Principals Principal	Students will meet and exceed growth expectations.			
2) Conduct a faculty-wide book study to implement the "gradual release of responsibility" which focuses on focused instruction, guided instruction, collaborative learning, and independent learning.	Principal & Assistant Principals	Teachers will use the gradual release of responsibility to effectively reach all students in the class.			
3) Intervention class teachers will support teachers in PLCs, provide intervention support to students, provide training in using MAP data effectively.	Principal and Assistant Principal	Students are more successful in current classes and on Assessments			
Funding Sources: 211 - Title I, Part A - 130000.00					
4) 4) Identify at-risk students, provide students with supplemental services , and monitor progress (Reading and Math Labs)	Assistant Principal & Counselors	Students are more successful in current classes and on Assessments			
Funding Sources: 199 PIC 24 - At Risk - 1263.00					
5) SBMS teachers will implement pre and post-assessments and data trackers during each unit of study.	Assistant Principals	Teachers will be able to track student performance data during each unit of study to better identify students' strengths and weaknesses.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2019, at least 50% and 55% of SBMS students will respond favorably on School Belonging and School Safety the Panorama survey.

Evaluation Data Source(s) 1: Panorama Survey

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Adjust master schedule to create a daily advisory period. .	Principals and Counselors	To increase school connectedness and sense of feeling safe.			
2) Form committee of administrators, counselors, teachers, and parents to provide structure and guidance on effective use of "Bear Pride Time".	Assistant Principal & Counselor	Effective use of the daily advisory period.			
3) Using student, teacher, and parent survey results, a partnership with the Choices program will be established to provide targeted lessons and assemblies during the advisory period and school day. Assemblies will be scheduled once per nine weeks.	Principal, Assistant Principal, and Counselors	Four targeted assemblies with follow-up lessons targeted at our students needs.			
4) Staff will receive training in the following areas: Restorative Justice Circles, Guidance Lessons, Study skills.	Principal & Assistant Principal	School belonging and safety will increase. Maximize use of the Bear Pride time.			
5) A school culture committee will be created to develop and promote a positive school culture.	Principal, Assistant Principal, Counselor	Improved school belonging, safety and school culture.			
6) Partner with district content specialists to provide weekly support for teachers during PLC meetings.	Assistant Principals & Interventionists	Improved PLCs Improved use of data analysis protocols.			
					

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2019, at least 59% of SBMS students will perform at post-secondary-ready levels on the PSAT (390 verbal & 430 math) and/or MAP (66-77th percentile reading, 70-84th percentile math) and/or STAAR (meets grade level).

Evaluation Data Source(s) 1: MAP, PSAT, STAAR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Identify at-risk students, provide students with supplemental services, and monitor progress (Reading and Math Labs)	Assistant Principals Counselors	Students are more successful in current classes and Assessments.			
Funding Sources: 199 PIC 24 - At Risk - 1263.00					
2) Provide ongoing training and professional development on the campus wide instructional framework: UbD Gradual release of responsibility Data tracking analysis/pre & post assessments	Principal & Assistant Principal	Increase student success Student ownership of data Personalized learning Increased rigor			
3) Increase the number of students successfully completing Pre AP classes.	Counselor & Assistant Principals	Increased student success Exposure of Pre AP content/curriculum Increased participation in Pre AP classes in high school.			
4) Provide core content teachers with instructional planning days to plan UbD units and analyze student data.	Principals Assistant Principals	Increased rigor across all core instructional areas. Increased in student growth index as measured by STAAR.			
Funding Sources: 211 - Title I, Part A - 13776.00					
5) Provide instructional materials, supplies, and resources for all academic departments.	Principal Administrative Assistant	SBMS teachers will have adequate materials, supplies, and resources to meet the academic needs of students.			
Funding Sources: 199 PIC 11 - Instructional Services - 23069.00, 199 PIC 25 - ESL/Bilingual - 553.00, 199 PIC 23 - Special Education - 178.00, 211 - Title I, Part A - 2000.00					
6) SBMS teachers will implement pre and post-assessments and data trackers during each unit of study.	Assistant Principal	Teachers will be able to track student performance data during each unit of study to better identify students' strengths and weaknesses.			
7) Partner with district content specialists to provide weekly support for teachers during PLC meetings.	Assistant Principals & Interventionists	Improved PLCs Improved use of data analysis protocols.			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, SBMS will close existing achievement gaps by at least 5% [between ED/Non-ED students, White/Hispanics students, White/African-American students, and SWD/Non-SWD students] while all performance improves.

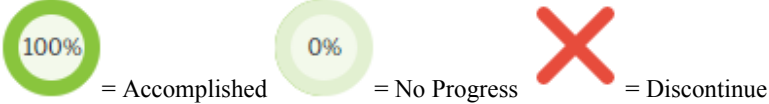
Evaluation Data Source(s) 1: MAP

Common Assessments

STAAR data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Identify at-risk students, provide students with supplemental services, and monitor progress (Reading and Math Labs)	Assistant Principals Counselors	Students are more successful in current classes and Assessments.			
Funding Sources: 199 PIC 24 - At Risk - 1264.00					
2) Provide ongoing training and professional development on the campus wide instructional framework: UbD Gradual release of responsibility Data tracking analysis/pre & post assessments	Principal & Assistant Principals	Increase student success Student ownership of data Personalized learning Increased rigor			
3) Increase the number of students successfully completing Pre AP classes.	Counselor & Assistant Principals	Increased student success Exposure of Pre AP content/curriculum Increased participation in Pre AP classes in high school.			
4) Provide core content area teachers with one instructional pull out day per grading period to plan UbD units and analyze student data.	Principal & Assistant Principals	Increased rigor across all core instructional areas. Increase in student growth index as measured by STAAR data.			
5) Through both Title 1 and general funds, provide students with technology, technology support, and instructional media resources in order to personalize learning: Anytime, anywhere access Student voice and agency Actionable data Individualized instruction	Principal Librarian Classroom teachers Technology support specialist	Increase the use of campus technology to promote personalization of learning.			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 PIC 99 - Undistributed - 12200.00					
6) Provide instructional materials, supplies, and resources for all academic departments.	Principal Administrative Assistant Assistant Principals	SBMS teachers will have adequate materials, supplies, and resources to meet the academic needs of students.			
Funding Sources: 199 PIC 11 - Instructional Services - 23069.00, 199 PIC 25 - ESL/Bilingual - 552.00, 199 PIC 23 - Special Education - 177.00, 211 - Title I, Part A - 2000.00					

7) Through Title 1 and general funds provide transportation for student study trips and tutorials.	Assistant Principal	Students will have access to late bus transportation in order to participate in tutorials.			
	Funding Sources: 211 - Title I, Part A - 3002.00, 199 PIC 99 - Undistributed - 4550.00				
8) Provide resources, supplies, and materials for parent involvement workshops and trainings.	Community in Schools Project Manager	Engaged and connected parents			
	Funding Sources: 211 - Title I, Part A - 1122.00				
9) SBMS teachers will implement pre and post assessments with data tracking during each unit of study.	Assistant Principals	Teachers will be able to track student performance data during each unit of study to better identify students' strengths and weaknesses.			
10) Partner with district content specialists to provide weekly support for teachers during PLC meetings.	Assistant Principals & Interventionists	Improved and effective PLCs Improved use of data analysis protocols.			
					

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
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 Intervention Specialists	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 Intervention Specialists	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).	Its Learning facilitator	Increase use of campus technology to promote personalization of learning.			
4) Promote parent and community involvement in drug and violence prevention programs/ activities. PTA Meetings Communities In Schools Parent Meetings	Principals				
		Funding Sources: 211 - Title I, Part A - 500.00			

<p>5) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Choices program 	<p>Principal & Counselors Bear Pride Time Committee</p>	<p>Build awareness Decrease in the number of drug, bullying and physical aggression incidents. Create a culture of empathy</p>			
<p>6) SPECIAL EDUCATION -</p> <ul style="list-style-type: none"> *Monitor LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. *Evaluate campus LRE ratio. <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 minor a case load of students. SBMS incorporates the in-class support model to ensure full continuum of support.)</p>	<p>Principal Campus Diagnostician SPED DC</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>Assistant Principal (SPED) Diagnostician In-Class-Support Teachers</p>	<p>Improved academic performance from students receiving SPED services</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>	<p>Assistant Principal (SPED) Campus Diagnostician</p>	<p>SPED timelines are met and SBMS is in compliance with SPED requirements.</p>			
<p>9) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * LEP <p>Math and ELA Interventionists will provide interventions for at-risk students. Interventionists will also provide support to ELA and Math teachers by modeling lessons and small group instruction strategies.</p>	<p>Assistant Principal (Math & ELA) Interventionists</p>	<p>Targeted interventions to narrow learning gaps from core teachers and interventionists.</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>(Math and ELA Interventionists, 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 & Learning Department to provide training on a variety of training topics: ESL sheltered strategies, TELPAS, data analysis, etc.)</p>	<p>Assistant Principal (ESL) Math and ELA Interventionists</p>	<p>Improved academic performance and narrowing of gaps of at-risk students.</p>			

<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>	<p>Assistant Principal CIS Project Manager</p>	<p>Increased Parent and Community Involvement on Campus</p>			
<p>12) TITLE II, A - Provide professional development that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up. <p>(The SBMS ILT will work with the Teaching & Learning Department, Special Education Department, and Accountability & 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>	<p>Principal & Assistant Principals</p>	<p>Aligned, rigorous instruction to ensure increased academic achievement.</p>			

<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>	Assistant Principals	Aligned, rigorous instruction aimed at differentiating instruction.			
<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>					
<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 website.</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	Recruit, hire, on-board highly, qualified staff.			
<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>					

<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>	Counselors and nurse	Targeted support for students eligible for pregnancy related services to ensure students maintain enrollment in school.			
<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:</p> <ul style="list-style-type: none"> 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>(SBMS and the Advance Academic Studies Department communicate GT opportunities available for teachers provided by the district.)</p>	Principal & Counselors	Professional development opportunities to ensure that teachers are equipped to meet the needs of students receiving GT services.			
<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>	Principal	Professional development opportunities to ensure that teachers are equipped to meet the needs of students receiving GT services.			

<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. 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>	Principal & Counselors	Identify students who are eligible to receive GT services.			
<p>21) 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: <ol style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey <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>	Nurse and assistant principal	Promote health and wellness on the SBMS campus.			
<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>	Assistant Principal	Promote parent involvement and engagement.			

<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>	Principal	Promote parent engagement and involvement.			
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= Accomplished



= No Progress



= Discontinue

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Paper and curriculum resources	6399	\$23,069.00
4	1	6	Supplies, resources, and materials	6399	\$23,069.00
Sub-Total					\$46,138.00
Budgeted Fund Source Amount					\$46,138.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$178.00
4	1	6			\$177.00
Sub-Total					\$355.00
Budgeted Fund Source Amount					\$355.00
+/- Difference					\$0
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies	6369	\$1,263.00
3	1	1	Supplies	6369	\$1,263.00
4	1	1	Supplies	6369	\$1,264.00
Sub-Total					\$3,790.00
Budgeted Fund Source Amount					\$3,790.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$553.00
4	1	6			\$552.00

					Sub-Total	\$1,105.00
					Budgeted Fund Source Amount	\$1,105.00
					+/- Difference	\$0
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
4	1	5			6329	\$7,000.00
4	1	5			6399	\$3,200.00
4	1	5			6499	\$2,000.00
4	1	7			6494	\$4,550.00
					Sub-Total	\$16,750.00
					Budgeted Fund Source Amount	\$22,011.00
					+/- Difference	\$5,261.00
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	3	Intervention Specialists		61xx	\$130,000.00
3	1	4	Substitutes for Teachers		6116	\$6,276.00
3	1	4	Substitutes for Teachers, Curriculum Resources		6116	\$7,500.00
3	1	5			6399	\$2,000.00
4	1	5	Technology, Librarian, Technology Specialist		6398	\$10,000.00
4	1	6			6399	\$2,000.00
4	1	7	Bus transportation		6412	\$3,002.00
4	1	8	Training materials and supplies			\$1,122.00
5	1	4			6499	\$500.00
					Sub-Total	\$162,400.00
					Budgeted Fund Source Amount	\$162,400.00
					+/- Difference	\$0
					Grand Total	\$230,538.00