

# Spring Branch Independent School District

## Spring Forest Middle School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Science

Academic Achievement in Social Studies



# Mission Statement

At the heart of SBISD's mission is a core set of shared values that serve to ground and enliven our **collective identity** and **strengthen our commitment** to our mission as educational leaders. The foundation of success, for our students and our school system, is rooted in our core values and these values define the *Spring Branch Way*. Our mission is to **increase student achievement** and **develop a culture of high expectations** for all students, on every campus.

# 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

## Demographics

### Demographics Summary

Spring Forest Middle School is home to 897 students where our student body is made up of 34% Caucasian students, 41% Hispanic-Latino students, 16% African American students, 3.5% Asian students, and 4.5% of two or more races. 7.8% of our student population are labeled as bilingual and 14.5% are identified as English as a Second Language students. Over a third of our students are enrolled in career and technical education classes and programs and 42% of our entire student population received free or reduced lunch.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Spring Forest Middle School students met acceptable standards in every tested area last school year. Our students showed growth on two tests, MAP and STAAR. 78% of all students tested in all subjects were at the Approaches Grade Level Standard or Above. 7th grade reading at the Master's Level improved from the third quartile in 2017 to the first quartile in 2018. Also, 7th grade writing at the Master's Level improved from the fourth quartile in 2017 to the first quartile in 2018.

### **Student Academic Achievement Strengths**

8th grade Science and U.S. History received distinction designation based on their high achieving marks on the STAAR exam. 7th grade mathematics performance at the Master's Level was in the first quartile. All of the tested 7th grade subjects earned first quartile marks. 54 students in Algebra I were able to exempt the Algebra EOC test based on high PSAT scores in the fall administration.

## **School Processes & Programs**

### **School Processes & Programs Summary**

We are in year 3 of our Family Engagement Pilot on our campus. We have increased the percentage of parental involvement on campus over the past two years. More families from diverse backgrounds have engaged in campus initiatives and volunteer more on a regular basis. Our parent liaison, our CIS worker, and other campus personnel work hard to translate all family correspondence to preferred languages and we welcome and seek ideas and feedback on ways families want us to assist them. We have a dedicated parent welcome center for all volunteers where we have technology setup to assist those who may need technical help assessing online resources that connect parents with student achievement data. We also make a conscientious effort to offer multiple options within the day or evening to engage parents that hopefully accomodates their work schedules.

### **School Processes & Programs Strengths**

We have increased the number of available technical devices in each classroom to at least ten devices for students to use. There are multiple staff members whose classrooms have been outfitted with a complete class set of devices to provide a one on one experience for students. More teachers are promoting anytime, anywhere learning as they provide blended learning opportunities that build students capacity to learn on their own, in small group settings, and from direct teacher delivery. We also added Q-Ball technology to some of our classrooms that have increased student participation reading aloud and responding to teacher questions.

## **Perceptions**

### **Perceptions Summary**

Spring Forest is trending in the right direction in regards to improving school culture and school climate. A majority of our parents and families responded favorably towards our culture and climate in the last Panorama survey. However, students have expressed concern in how they identify with School Belonging as only 44% percent of the students responded favorable in this category. 47% of the student body felt that the school climate was appropriate or warming. Unfortunately, only 45% of our students felt that they have a strong social connecting with at least one adult on our campus.

### **Perceptions Strengths**

We have the largest membership in school history be inducted into our National Junior Honor Society in the spring. Our student council participation is on the rise and we have topped 900 students this school year. Students and families are speaking favorably of the learning and social experience at Spring Forest Middle School and that has drawn more families to be a part of the Bobcat family.

# 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
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: August 21, 2018

**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 80% of Spring Forest students will increase their RIT math scores by 7 points and their reading RIT scores by 6 points.

**Evaluation Data Source(s) 1:** MAP

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Intervention class teachers will support teachers in PLCs, provide intervention support to students, provide training in using MAP data effectively.</p>	2.4, 2.5, 2.6	Administrators, Instructional Specialist, Professional Development Teachers, and Teachers	Produce quantitative data that causes students to reflect on their work. Teachers develop lesson and activities that promote student ownership in increasing their academic performance in all targeted areas.			
Funding Sources: 211 - Title I, Part A - 60042.00						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post-assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.</p>	2.4, 2.5, 2.6	Administrators, Instructional Specialist, Professional Development Teachers, and Teachers	Raise the level of academic success for all students across their specific academic trajectory.			
Funding Sources: 211 - Title I, Part A - 12251.00						



= Accomplished



= No Progress



= Discontinue

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

**Performance Objective 2:** By June 2019, 20% of students who were at the approaches level will move to the meets level in all tested areas of STAAR.

**Evaluation Data Source(s) 2:** STAAR

- Practice STAAR
- Mastery Connect
- MAP Test

**Summative Evaluation 2:**

**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% of Spring Forest Middle School students will respond favorably on School Belonging within the Panorama survey.

**Evaluation Data Source(s) 1:** Panorama Survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Build advisory lessons that define what school belonging is and reach out for student feedback that identifies areas they feel we need to address as a campus. Providing rewarding opportunities for staff to increase their attendance during student lead activities to help promote the teacher-student relationship.</p>	3.1, 3.2	Opportunity Culture - Social and Emotional Teacher Teachers and all staff	<p>Increase the number of students who feel they are connected to at least one adult on campus. Build a school climate and environment that encourages student participation and buy in and diminishes the opportunities for students to feel excluded.</p>			
Funding Sources: 211 - Title I, Part A - 4500.00						
<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>						

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

**Performance Objective 1:** By June 2019, at least 60% of Spring Forest Middle School 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:** PSAT  
 MAP  
 STAAR

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 4</p> <p>1) Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post-assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.</p>	2.4, 2.5, 2.6	Administrators, Instructional Specialist, Professional Development Teachers, and Teachers	Reached the targeted areas and go above and beyond the expected outcome. This will encourage teachers to utilize data more effectively once teachers and students receive the expected results.			
	Funding Sources: 211 - Title I, Part A - 10513.00					
<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>						

**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, Spring Forest Middle School will close existing achievement gaps by at least 5% between economically disadvantaged students and non economically disadvantaged students within the same grade level while all performance improves.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Teachers will evaluate their learning continuum reports from MAP data in order to create small groups to close gaps for students who are below grade level. Identify 3 separate groups of students who are poised to enter the next higher category, Approaches, Meets, and Masters, and tailor instructional practices throughout the year to achieve this goal.</p>	2.4, 2.5, 2.6	Administrators, Instructional Specialist, Professional Development Teachers, and Teachers	The groups of students listed in these targeted areas will move up a level after successfully completing their personal academic plan.			
<p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 4930.00, 211 - Title I, Part A - 100644.00</p>						
<p style="text-align: center;">  = Accomplished                 = No Progress                 = Discontinue         </p>						

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

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Intervention class teachers will support teachers in PLCs, provide intervention support to students, provide training in using MAP data effectively.
1	1	2	Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post-assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.
3	1	1	Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post-assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.
4	1	1	Teachers will evaluate their learning continuum reports from MAP data in order to create small groups to close gaps for students who are below grade level. Identify 3 separate groups of students who are poised to enter the next higher category, Approaches, Meets, and Masters, and tailor instructional practices throughout the year to achieve this goal.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alissandre Robbins	Intervention		.50
Gretchen Thibodeaux	Intervention		.50
Jessica Zampierin	Bil Teacher Assistant		1.0
Khadijia Goodside	ESL Teacher Assistant		.80
Lois Gebhardt	Intervention Specialists		.11
Trina Morford	Parent Liaison		1.0

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Raymorris Barnes	Principal
District-level Professional	Mike Stokebrand	District Rep
Community Representative	Jeanine Piskurich	
Classroom Teacher	Katherine Dierschke	teacher
Classroom Teacher	Faralyn Rasberry	teacher
Classroom Teacher	Angelo Simon	Teacher
Non-classroom Professional	Lois Gebhardt	Instructional Specialist
Classroom Teacher	Rebecca Mustachio	teacher
Parent	Clifford Nickel	parent
Parent	Alison Skoutelakis	parent
Parent	Georgia Polley	parent
Business Representative	Sarah Seitz	
Non-classroom Professional	Lindsey Lewis	Testing Coordinator

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$35,286.00
<b>+/- Difference</b>					\$35,286.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$370.00
<b>+/- Difference</b>					\$370.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$730.00
<b>+/- Difference</b>					\$730.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Professional development strategies that teach equity and how to teach students from low socio-economic households.		\$4,930.00
<b>Sub-Total</b>					\$4,930.00
<b>Budgeted Fund Source Amount</b>					\$4,930.00
<b>+/- Difference</b>					\$0
199 PIC 99 - Undistributed					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$25,755.00
<b>+/- Difference</b>					\$25,755.00
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Support Personnel	211.11.6129	\$29,976.00
1	1	1	Employee Travel	6411	\$3,000.00
1	1	1	Region ESC Services	6239	\$1,500.00
1	1	1	Support Personnel	211.61.6129	\$25,566.00
1	1	2	Professional Development Pull Out Days to analyze data, substitutes	6112	\$12,251.00
2	1	1	Fieldtrips	6494	\$1,000.00
2	1	1	Texian Time Machine Program	6299	\$3,500.00
3	1	1	Additional licenses for software, additional technology upgrades	6398	\$8,433.00
3	1	1	Supplies	6399	\$1,880.00
3	1	1	Misc. Operating Expenses	6499	\$200.00
4	1	1	Professional Salary	6119	\$83,644.00
4	1	1	Supplies	6399	\$10,000.00
4	1	1	Magazines & Periodicals	6325	\$6,000.00
4	1	1	Books, other reading materials	6329	\$1,000.00
<b>Sub-Total</b>					\$187,950.00
<b>Budgeted Fund Source Amount</b>					\$187,950.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$192,880.00