Spring Branch Independent School District

Memorial Middle School

2019-2020 Campus Improvement Plan

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.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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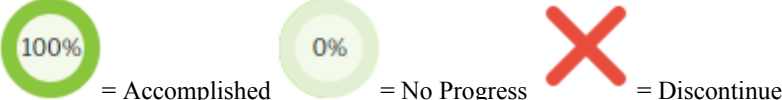
Goals

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

Performance Objective 1: By June 2020, student MAP conditional growth percentile will have increased by 5% in Reading and Math.

2018-19: Reading - 62% met CGI; Math - 64% met CGI
2017-18: Reading - 60% met CGI; Math - 74 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Jan**	**Mar**
1) Reading MAP in all grades Math MAP in all grades	Admin, DCs, Teachers	CGI increased by 5%			
2) Utilize Harvey Grant money to employ a contractor to provide remediation to students with consistently low scores	Admin, DCs, Teachers	CGI increased by 5%			
	Funding Sources: 199 PIC 11 - Instructional Services - 15000.00				
3) Study Skills class for all 6th grade students; curriculum campus created	Admin, campus curriculum creator	CGI increased by 5%			
	Funding Sources: 199 PIC 11 - Instructional Services - 700.00				
100% = Accomplished	0% = 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.
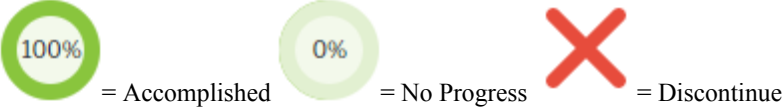
Performance Objective 1: By June 2020, at least 55% of MMS students will respond favorably on School Belonging on the Panorama survey.

2018-19: School Belonging - 45%
2017-18: School Belonging - 44%

      Evaluation Data Source(s) 1: Panorama EOY Data

      Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Jan**	**Mar**
1) Student Safety Cadre Campus created SEL curriculum 2 times a month Back to School Pep Rally International Day CSHAC	Admin, Counselors, System of Care Coach, Wellness Counselor, CSHAC members	55% of MMS students will respond favorably on school belonging Panorama survey questions			
	100% = Accomplished	0% = No Progress	✖ = Discontinue		

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.
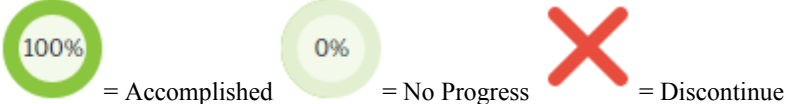
Performance Objective 1: By June 2020, at least 88% of MMS students will perform at post-secondary-ready levels on the PSAT verbal and math (450 verbal & 450 math) and/or MAP (66-77th percentile reading, 70-84th percentile math).

2018-19: 86% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 73% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Jan**	**Mar**
1) Common planning periods for grade level subject teams. Humanities training throughout the school year for teams. Additional LA staff at the 8th grade level for smaller class size.	Admin, teachers, DCs, team leaders, District curriculum directors	Increased number of students performing at post-secondary-ready levels on local and national assessments			
100% = Accomplished 0% = 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 2020, MMS will close existing gaps for postsecondary readiness by at least 5% [between ED/Non-ED, Hispanics/Non-Hispanic, African-American/Non-African-American, Asian/Non-Asian, and SWD/Non-SWD students] while all performance improves.

2018-19: African American 57%; non- African American 86%
2017-18: African American 75%; non- African American 73%

2018-19: Hispanic 80%; non- Hispanic 86%
2017-18: Hispanic 63%; non- Hispanic 75%

2018-19: Asian 89%; non- Asian 85%
2017-18: Asian 80%; non- Asian 72%
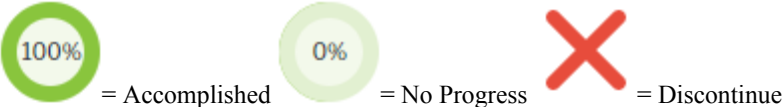
2018-19: Eco-Dis 84%; non- Eco-Dis 86%
2017-18: Eco-Dis 53%; non- Eco-Dis 76%

2018-19: Sped 5%; non-Sped 88%
2017-18: Sped 3%; non-Sped 76%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Jan**	**Mar**
1) Hire a consultant using Restart/Harvey Grant funds for tutorials and strategic interventions 6th grade study skills course Reading Lab at 6th grade for those who did not pass 5th grade Reading STAAR	Admin, consultant, teachers, counselors	Achievement Gap closed in all areas by 5%			
	Funding Sources: 289.RES19 - Restart Grant - 5000.00				
100% = Accomplished 0% = No Progress ✗ = Discontinue					

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

Performance Objective 1: Meet all compliance timelines and reporting requirements.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1: