Spring Branch Independent School District

Spring Branch Middle School

2020-2021 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.

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

Revised/Approved: September 30, 2020

Demographics

Demographics Summary

Spring Branch MS (SBMS) mirrors the demographics and many of the academic challenges facing our school district, the City of Houston, and even the State of Texas; continuing the work the school did to reimagine and redesign the learning experience to better meet the needs of children at SBMS offers a proof point that it can be done elsewhere. It is a school with rich traditions and strong leadership in which many children are reaching their potential. Others, however, are not.

Enrollment: 1189 students enrolled

Feeder Elementary Schools: VOE, HCE, MDE, BHE, HME, SBE, WVE

Feeder High Schools: MHS and SWHS

Demographics Strengths

Diversity is our greatest strength and opportunity. Our school is a microcosm for HOuston and Texas- in this time and place, we have an opportunity to serve the whole child and build a better American who understands his or her potential, civic opportunity and relationship to one another.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We would like to see our students interact across economic and racial divides. **Root Cause:** Academic pathways have reinforced boundaries.

Student Achievement

Student Achievement Summary

Unfortunately due to COVID, we were not able to ascertain the full impact of our work for the 19-20 school year. since no STAAR exams were administered. Recognizing that the same demographics that were at risk in 19-20 likely continue, and even worsen in terms of being at risk due to the extended closure, continuing the focus of our celebrations and our work is the responsible thing to do.

Celebrations

	Approaches	Meets	Masters	Change in Approaches	Change in Meets	Change in Masters
Reading	78	55	35	-1	3	1
Math	81	59	30	1	11	6
Writing	72	52	26	1	4	4
Science	81	54	33	4	1	3
Social Studies	72	48	31	9	10	7

Distinctions Earned:
- Academic Achievement in English Language Arts
- Post-Secondary Readiness

Targeted Improvement Program (TIP)

SBMS is a TIP school-

Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group identified for targeted support improvement

Our TIP area:

- Economically Disadvantaged Student Group (2%)

We need to better serve our Economically DIsadvantaged and EL students through the identification of essential standards and tracking systems to provide timely intervention and ensure students are connected to school.

Student Achievement Strengths

No data was captured due to COVID for the 19-20 school year, but from the previous year:

1. Both Math and Social Studies saw significant gains in the number of children reaching meets expectations in STAAR.

2. Both Math and Social Studies saw gains in the number of children reaching masters level of performance in STAAR.

3. We received two distinctions: Academic Achievement in ELA and Post- Secondary Readiness

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Three of our demographic subgroups are not reaching their academic potential. **Root Cause:** Strong Tier I instruction and intervention needs to be designed and tailored and frequently monitored for these students.

Priority Problem Statements

Problem Statement 1: We would like to see our students interact across economic and racial divides.
Root Cause 1: Academic pathways have reinforced boundaries.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Three of our demographic subgroups are not reaching their academic potential.
Root Cause 2: Strong Tier I instruction and intervention needs to be designed and tailored and frequently monitored for these students.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Teachers need help identifying 7-10 Essential Standards to focus on in their work with students.
Root Cause 3: The breadth and width of the curriculum is overwhelming and distracting.
Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: We have several new staff in key positions this year and will need to support them well.
Root Cause 4: New staff need support and this year may be difficult.
Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: The diversity of our school creates opportunities to improve our engagement of our families.
Root Cause 5: Our families come from different perspectives, gifts and skill sets.
Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: We need to build a stronger intervention system built on the identification of essential standards.
Root Cause 6: It is hard to find time in the bell schedule for intervention for students that doesn't hurt first line instruction.
Problem Statement 6 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data

- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- 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-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Spring Branch Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, Spring Branch Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 2 points at each performance level (approaches, meets, masters).
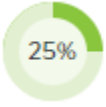
2019-20: Not Rated due to COVID
2018-19: Reading: 81% (approaches), 58% (meets), 36% (masters); Math: 85% (approaches), 66% (meets), 30% (masters)
2017-18: Reading: 82% (approaches), 55% (meets), 35% (masters); Math: 84% (approaches), 58% (meets), 25% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

Strategy 1: Each content team will be provided additional planning time to ensure that pathways are created for each unit of study. By doing so, we can ensure appropriate challenge and rigor is in place to maximize student learning.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students in all programs will receive appropriate levels of instruction and preparation for the next year's work as measured by multiple measures.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: MCL Administrators	35%			
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				
Funding Sources: Planning Supplemental Pay - 211 - Title I, Part A (FBG20 Carryover) - $10,000, Instructional Supplies - 199 PIC 11 - Instructional Services - $13,489				

Strategy 2: Provide instructional materials, supplies and resources for all academic departments, including Stemscopes and IXL. Provide Reading A to Z to EL Learners.	Reviews		
Strategy's Expected Result/Impact: SBMS Teachers will have adequate materials, supplies, and resources to meet the academic needs of students.	**Formative**		**Summative**
Staff Responsible for Monitoring: Administrators DCs	**Nov**	**Jan** **Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	55%		
Funding Sources: Software for Reading A to Z - 211 - Title I, Part A - 211.11.6397 - $1,000, Instructional Supplies - 199 PIC 23 - Special Education - $1,070, Instructional Supplies - 199 PIC 11 - Instructional Services - $7,312			

Strategy 3: After School Tutoring will be provided to students in need of extra intervention in core academic areas.	Reviews		
Strategy's Expected Result/Impact: Students will demonstrate growth in multiple measures.	**Formative**		**Summative**
Staff Responsible for Monitoring: Administrators	**Nov**	**Jan** **Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	30%		
Funding Sources: Tutoring Supplemental Pay - 199 PIC 11 - Instructional Services - $9,500			

Strategy 4: Provide books to students for summer reading	Reviews		
Strategy's Expected Result/Impact: Students engaged in meaningful text this summer.	**Formative**		**Summative**
Staff Responsible for Monitoring: Administrators Language Arts Team MCL	**Nov**	**Jan** **Mar**	**June**
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%		
Funding Sources: Books - 199 PIC 11 - Instructional Services - $8,000			

Strategy 5: Specialized intervention in math and reading will be provided to students as they are identified. Forms of intervention will include the provision of Academic Lab or small group push-in or pull-out intervention.	Reviews		
Strategy's Expected Result/Impact: Improved math and reading performance on campus, district and state assessments. Improved reading levels for those identified for intervention in reading.	**Formative**		**Summative**
Staff Responsible for Monitoring: MCL, Assistant Principal, Academic Lab Teacher and Principal	**Nov**	**Jan** **Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	40%		
Funding Sources: At Risk Supplies - 199 PIC 24 - At Risk - $5,725			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: STUDENT ACHIEVEMENT. Every Spring Branch Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2021, Spring Branch Middle School will increase overall performance on STAAR Grades 6-8 exams to narrow the gap or improve performance above the target by at least 5% between EL students and non EL students while all performance improves.

2019-20: Not Rated due to COVID
2018-19: English Learners 14%; non-English Learners 59%
2017-18: English Learners 14%; non-English Learners 54%

2018-19: African American 27%; non- African American 54%
2017-18: African American 11%; non- African American 47%
2018-19: Hispanic 31%; non- Hispanic 71%
2017-18: Hispanic 27%; non- Hispanic 64%
2018-19: Eco-Dis 31%; non- Eco-Dis 69%
2017-18: Eco-Dis 25%; non- Eco-Dis 60%
2018-19: Sped 4%; non-Sped 57%
2017-18: Sped 11%; non-Sped 48%

Evaluation Data Sources: STAAR Reports and State Accountability Reports

Summative Evaluation: None

Strategy 1: Identify at risk students, both academically and behaviorally, and direct resources or interventions to them as appropriate. Create a database of our work to monitor outcomes for students	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Close individual gaps in students and provide as needed resources specific to student needs.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Dean of Student Support Administrators Intervention Team	30%			
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Funding Sources: Instructional Supplies - 199 PIC 25 - ESL/Bilingual - $3,000				

Strategy 2: Work with CIS and our nurse to identify needs of our students and meet resource needs of our campus.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Ensure students have what they need to fit in, feel comfortable and be successful at SBMS.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal	30%			
Title I Schoolwide Elements: 2.5, 3.1				
Funding Sources: Parent and Family Engagement Supplies - 211 - Title I, Part A - $1,826				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: STUDENT ACHIEVEMENT. Every Spring Branch Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Spring Branch Middle School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (6-8) increase by 5 points, Math (6-8) increase by 5 points.
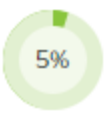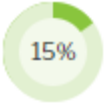
2019-20: Not Rated due to COVID
2018-19: Reading - 55% met CGI; Math - 66 % met CGI
2017-18: Reading - 43% met CGI; Math - 65 % met CGI

Evaluation Data Sources: Measures of Academic Progress (MAP) reports

Summative Evaluation: None

Strategy 1: Additional training for analyzing MAP and assigning MAP skills will be provided to core content teachers so they may use the data garnered to close student gaps.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students will meet and exceed growth expectations.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals Principals	5%			

Strategy 2: An intervention team at SBMS will design intervention for students in need. Students will receive small group direct intervention, study skills lessons and time on adaptive software in reading and writing.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students identified as at risk or needing intervention will be provided assistance in reading and math.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: MCL and Intervention Specialist Assistant Principals Principals **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Interventionist Salary - 211 - Title I, Part A - $41,503	35%			

Strategy 3: Ensure that students identified as English Learners at the beginning or intermediate stages of English language acquisition receive support in English language development.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students identified as English Learners will demonstrate growth on TELPAS and on multiple measures.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ESL Teacher Administrators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional Supplies - 199 PIC 25 - ESL/Bilingual - $3,325	30%			

Strategy 4: A Multi-Classroom Leader in Language Arts will work to support strong PLCs, instructional plans and the development of the workshop model in all language arts classrooms.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate growth in multiple measures and teachers will demonstrate connectedness to their department and growth in the implementation of the workshop model.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators	30%			
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Funding Sources: MCL Salary - 211 - Title I, Part A - $95,719				

Strategy 5: SBMS teachers will plan units of instruction with pre, mid-course and post assessments to determine student needs as they teach. Students will also use data trackers so they are aware of their data and make plans for themselves, too.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers and students will be able to track data, make mid-course adjustments and close gaps as they teach.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Department Chairs Administrators	15%			
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: Instructional Planning - 211 - Title I, Part A - $8,552				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: STUDENT ACHIEVEMENT. Every Spring Branch Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ADVANCED COURSES: Strengthen the level of advanced academic instruction in order to increase student preparation for and success in advanced courses that are aligned to high school.

Fall 2020: 686 students enrolled in one or more advanced courses
Fall 2019: 650 students enrolled in one or more advanced courses

Evaluation Data Sources: Skyward Course Enrollment Data

Summative Evaluation: None

Strategy 1: [Insert Strategy]	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2:
STUDENT SUPPORT. Every Spring Branch Middle School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

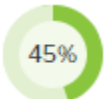**Performance Objective 1:** SCHOOL CONNECTEDNESS: By June 2021, the % of Spring Branch Middle School students who feel connected as both individuals and learners will increase by at least 5 points.

2019-20: Not Rated due to COVID
2018-19: 47% School Safety; 41% School Belonging
2017-18: 45% School Safety; 43% School Belonging

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

Strategy 1: Additional Electives will be offered to each student at SBMS such that students are in at least two electives of their choice (a third may be Academic Lab or ESL).	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students will be engaged in content of interest to them and feel more connected to our school as measured by Panorama.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators Elective Teachers Counselors	45%			

Strategy 2: Additional Electives meant to engage student curiosity, honor student interest and connect them to SBMS will be offered: Journalism, Yearbook , Broadcast, and Technology Applications. Publications of these courses will be designed to engage students not even enrolled in the class (newspaper, KSBMS broadcasts)	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: An increase in school connectedness and sense of feeling safe will be observed on our Panorama survey.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators	55%			
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				
Funding Sources: Technology - 211 - Title I, Part A - $15,000, Technology - 199 PIC 11 - Instructional Services - $6,000				

Strategy 3: A Student Advisory Committee will be created this year. These students will meet regularly with the principal to discuss planned topics and garner feedback on different issues of the time and empower students to be part of the solution.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students will feel more empowered and heard as measured by the Panorama Survey	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal	0%			

Strategy 4: Provision of both study hall and an advisory time will offer teachers an opportunity to meet the SEL needs of our students, teach students how to monitor their own progress, and build relationships with one another.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate an increase in school connectedness and feedback from staff will indicate that we are meeting the needs of our students as demonstrated by their organizational skills.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Department Chairs Counselors Teachers Administrators	55%			

Strategy 5: We will host three Choices seminar based on parent and staff feedback. Topics include Crimestoppers and issues of the day thus far.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students and families will receive timely information in relationship to this maturational stage.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators PTA	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
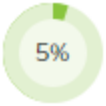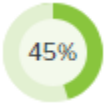
Goal 2:
STUDENT SUPPORT. Every Spring Branch Middle School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level classroom will implement and support character education and social-emotional learning curriculum.

> **Evaluation Data Sources:** Training materials and attendance rosters
>
> **Summative Evaluation:** None

Strategy 1: Students will build soft skills to enhance their secondary and post-secondary opportunities.	Reviews			
Strategy's Expected Result/Impact: Students will obtain higher scores on the Panorama SEL Skills Survey.	Formative			Summative
Staff Responsible for Monitoring: Administrators Counselors Teachers	Nov	Jan	Mar	June
	5%			

Strategy 2: Students will develop the skills to make effective goals and decisions around career planning.	Reviews			
Strategy's Expected Result/Impact: All 7th grade students will complete a Career Cluster Finder assessment to determine to their proposed career.	Formative			Summative
Staff Responsible for Monitoring: Adminstrator Counselor	Nov	Jan	Mar	June
	45%			

Strategy 3: Through the implementation of Character Strong, students will become more socially aware of how their actions and decisions impact others.	Reviews			
Strategy's Expected Result/Impact: Decrease in discipline incidents.	Formative			Summative
Staff Responsible for Monitoring: Administrators Counselors Teachers	Nov	Jan	Mar	June
	40%			

Strategy 4: Students will learn and adopt executive functioning, study habit and organizational skills in order to plan and manage completion of their assignments, acceptance of feedback and data tracking. Students will use planners to manage and plan their learning. Parent training around the use of these planners will occur, as well.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Decrease of missing assignments, reduced stress of students and increased locus of control	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Administrators, Counselors	25%			
Title I Schoolwide Elements: 2.5, 2.6, 3.1				
Funding Sources: 211.11.6399 - 211 - Title I, Part A - $7,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
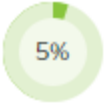
Goal 2:
STUDENT SUPPORT. Every Spring Branch Middle School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 3: EIGHTH GRADE PLANNING: 100% of 8th graders at Spring Branch Middle School will complete a 4-year plan aligned to their endorsement to ensure graduation requirements are met.

    Evaluation Data Sources: 4-Year Plan
Endorsement Selection Form

    Summative Evaluation: None

Strategy 1: 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study.	Reviews			
Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity. **Staff Responsible for Monitoring:** Administrators Counselors	Formative			Summative
	Nov	Jan	Mar	June
	0%			

Strategy 2: Students will participate in a Bridge Year event to explore high growth and high demand jobs.	Reviews			
Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment. **Staff Responsible for Monitoring:** Administrators Counselors	Formative			Summative
	Nov	Jan	Mar	June
	5%			

Strategy 3: Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year.	Reviews			
Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade. **Staff Responsible for Monitoring:** Administrators Counselors	Formative			Summative
	Nov	Jan	Mar	June
	0%			

Strategy 4: Students will complete a 4-Year Plan prior to entering 9th grade.	**Reviews**			
Strategy's Expected Result/Impact: All 8th grade students will: -choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school. **Staff Responsible for Monitoring:** Administrators Counselors	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: SAFE SCHOOLS. Spring Branch Middle School will ensure a safe and orderly environment.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

    Evaluation Data Sources: Campus Safety Committee roster

    Summative Evaluation: None
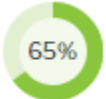
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety. **Strategy's Expected Result/Impact:** Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times/year so that all campuses will be able to refine safety practices. **Staff Responsible for Monitoring:** Administrators	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%			

Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. **Strategy's Expected Result/Impact:** Campus will develop action plans to address andy deficiencies as a result of safety audits. **Staff Responsible for Monitoring:** Administrators Safety Committee	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	10%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: SAFE SCHOOLS. Spring Branch Middle School will ensure a safe and orderly environment.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus emergency operation procedures documents

Summative Evaluation: None

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st. **Staff Responsible for Monitoring:** Administrators	Nov	Jan	Mar	June
	65%			

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1. **Staff Responsible for Monitoring:** Administrators Safety Committee	Nov	Jan	Mar	June
	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: FISCAL RESPONSIBILITY. Spring Branch Middle School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Summative Evaluation: None

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.	Reviews			
Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.	Formative			Summative
Staff Responsible for Monitoring: Principal Administrative Assistant	**Nov**	**Jan**	**Mar**	**June**
	35%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199 PIC 11 - Instructional Services</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>Instructional Supplies</td><td></td><td>$13,489.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>Instructional Supplies</td><td></td><td>$7,312.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>Tutoring Supplemental Pay</td><td></td><td>$9,500.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Books</td><td></td><td>$8,000.00</td></tr>
<tr><td>2</td><td>1</td><td>2</td><td>Technology</td><td></td><td>$6,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$44,301.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$44,301.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">199 PIC 23 - Special Education</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td>Instructional Supplies</td><td></td><td>$1,070.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$1,070.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$1,070.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">199 PIC 24 - At Risk</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>5</td><td>At Risk Supplies</td><td></td><td>$5,725.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$5,725.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$5,725.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">199 PIC 25 - ESL/Bilingual</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Instructional Supplies</td><td></td><td>$3,000.00</td></tr>
<tr><td>1</td><td>3</td><td>3</td><td>Instructional Supplies</td><td></td><td>$3,325.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$6,325.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$6,325.00</td></tr>
</table>

199 PIC 25 - ESL/Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
			+/- Difference		$0.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Software for Reading A to Z	211.11.6397	$1,000.00
1	2	2	Parent and Family Engagement Supplies		$1,826.00
1	3	2	Interventionist Salary		$41,503.00
1	3	4	MCL Salary		$95,719.00
1	3	5	Instructional Planning		$8,552.00
2	1	2	Technology		$15,000.00
2	2	4	211.11.6399		$7,000.00
				Sub-Total	$170,600.00
			Budgeted Fund Source Amount		$182,600.00
			+/- Difference		$12,000.00

211 - Title I, Part A (FBG20 Carryover)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Planning Supplemental Pay		$10,000.00
				Sub-Total	$10,000.00
			Budgeted Fund Source Amount		$31,622.00
			+/- Difference		$21,622.00

276 Instructional Continuity Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$6,649.00
			+/- Difference		$6,649.00
				Grand Total	$238,021.00

Addendums