

Spring Branch Independent School District

Spring Branch Middle School

2019-2020 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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Academic Achievement	6
School Processes & Programs	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	12
Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.	12
Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.	14
Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.	16
Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.	17
Goal 5: To remain in compliance with Federal and State law.	18
Campus Improvement Team	19
Campus Funding Summary	20

Comprehensive Needs Assessment

Needs Assessment Overview

Data from our multiple measures indicate that our academic scores are commiserate, if not lifted marginally in some areas and moreso in math, with previous years. Many of our Panorama Survey categories dropped a few points, but I attribute this to a few causal factors: transition in leadership, changes in staffing and our school violence social media issue in February. After a thorough review of the systems and structures at SBMS, much will remain the same, particularly in the area of goals and initiatives, but more supports will be created to allow those goals and initiatives to flourish. A new master schedule will allow for more planning time on the part of the teachers, a more robust intervention team will be of use in tracking student performance and my hopes are that I can support small group instruction and planning to better meet the needs of any child with stronger abilities, identified or not, reach further targets. Categorically, this is a summary of our needs assessment as determined by our Department Chairs, Administrators, Staff Surveys and Campus Improvement Team:

1. Redesign Initiatives: Most of our teachers within each department are using common formative assessments, proficiency scales and pathways built on those scales consistently. Attention needs to be paid at the rigor and ability of teachers to truly differentiate instruction provided by the teacher in person and on the devices provided to the children so that all ability levels are challenged based on best practice instruction. Interdisciplinary units were attempted by our Endeavor microschool but they need more planning support and time for this to really work. Data trackers are in place in most subject areas but teachers and DCs indicated some work needs to put in to make them more effective and engaging to the children.
2. Social Emotional Supports: The BPT initiative was a big one at SBMS and encompassed the following pieces: data conferences, community circles, social emotional lessons and study hall. All pieces were deemed necessary to continue but we are looking forward to using the lessons the SBMS team wrote in conjunction to those provided by Character Strong or whatever program is purchased by the district. Our hope is that our Dean of Instruction can help bolster support and intervention for children in need and the structure I am proposing we use that links the nurse, counselors, APs, CIS and Dean together regularly to discuss needs of families will serve in this capacity, as well.
3. Panorama Survey: much of these scores should come up with regular intervention, additional electives (newspaper, tech apps) and clubs. We will also work to share data along the way in terms of discipline and safety with staff members. We are also developing Bear Expectations to help identify proper behaviors for students.
4. Goals: We will continue the same goals for next year. This document is a great CIP- just need to keep the work going!

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: 1162 students enrolled

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

Feeder High Schools: MHS and SWHS

Demographics Strengths

We are diverse enough to be our own Sister School, offering the term: Bears for Bears. We have a variety of religions and races so children and staff can learn from one another.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There are gaps between performance levels within our different demographic groups. **Root Cause:** Poverty and opportunities create these gaps.

Student Academic Achievement

Student Academic Achievement Strengths

Gains are being made at every level of performance in almost every subject. We have a lot of high performing children at SBMS with potential for more to become so.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There are gaps in performance among our children. **Root Cause:** We must vary our methods and actions to best meet all students needs.

School Processes & Programs

School Processes & Programs Summary

1. Retention of Staff: Leadership team reviews Panorama and evaluates ways in which we can adjust our practices to best support teachers. We utilizes committee meetings, faculty meetings and surveys to hear from all staff on a variety of topics and DC meetings occur weekly and function in the same capacity. Planning support is offered to new hires and mentors/buddies are assigned to each.
2. Recruitment of Staff: Multiple staff are involved in the hiring process to best match a new hire to a team/position. Tours of our school by student groups are offered to educate potential staff on who we are as a school.
3. Support: Each content team receives four planning days a year to support unit design. Our PTA provides lots of resources and treats to further support our teachers.

School Processes & Programs Strengths

1. Master Schedule allows for one day of 85 minute blocks to allow for longer planning time for teachers and longer instructional time to allow for differentiation.
2. Our new schedule afforded us the opportunity to have an intervention team to provide scaffolded supports to our teachers, teams and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The needs of secondary students and staff are complex and ever-changing. **Root Cause:** The volume of students, issues they face and the stakes of testing, etc make this is a critical time for support.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- 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
- 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
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

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, at least 69% (Math) and 58% (Reading) of SBMS students will meet or exceed growth expectations on MAP.

2018-19: Reading - 55% met CGI; Math - 66 % met CGI

2017-18: Reading - 43% met CGI; Math - 65 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math 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.</p>		Assistant Principals and Principals	Students will meet and exceed growth expectations.			
<p>TEA Priorities Build a foundation of reading and math 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.</p>		Dean of Student Support, Assistant Principals, and Principals	Students identified as at risk or needing intervention will be provided assistance in reading and math.			
Funding Sources: 211 - Title I, Part A - 40172.23						
3) Ensure that students identified as English Learners at the beginning or intermediate stages of English language acquisition receive support in English language development.		ESL Teacher, Administrators	Students identified as English Learners will demonstrate growth on TELPAS and on multiple measures.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 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.		Administrators	Students will demonstrate growth in multiple measures and teachers will demonstrate connectedness to their department and growth in the implementation of the workshop model.			
	Funding Sources: 211 - Title I, Part A - 92082.41					
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.		Department Chairs, Administrators	Teachers and students will be able to track data, make mid-course adjustments and close gaps as they teach.			
	Funding Sources: 211 - Title I, Part A - 10000.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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 50% of SBMS students will respond favorably on School Belonging and School Safety the Panorama survey.







2018-19: School Safety - 47%; School Belonging - 41%

2017-18: School Safety - 45%; School Belonging -43%

Evaluation Data Source(s) 1: Panorama EOY Data

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Connect high school to career and college 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).		Administrators, Elective Teachers, Counselors	Students will be engaged in content of interest to them and feel more connected to our school as measured by Panorama.			
	Funding Sources: 211 - Title I, Part A - 12715.00					
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)		Administrators.	An increase in school connectedness and sense of feeling safe will be observed on our Panorama survey.			
	Funding Sources: 211 - Title I, Part A - 1500.00					
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.		Principal	Students will feel more empowered and heard as measured by the Panorama Survey			
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.		Department Chairs, Counselors, Teachers and Administrators	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.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) We will host three Choices seminar based on parent and staff feedback. Topics include Crimestoppers and issues of the day thus far.		Administrators, PTA	Students and families will receive timely information in relationship to this maturational stage.			
 = Accomplished  = 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 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).

2018-19: 53% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 46% 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.		MCL, Administrators	Students in all programs will receive appropriate levels of instruction and preparation for the next year's work as measured by multiple measures.			
Funding Sources: 211 - Title I, Part A - 4000.00						
TEA Priorities Recruit, support, retain teachers and principals		Administrators, DCs	SBMS Teachers will have adequate materials, supplies, and resources to meet the academic needs of students.			
2) Provide instructional materials, supplies and resources for all academic departments, including Stemsscopes and IXL.						
Funding Sources: 211 - Title I, Part A - 13224.55						
TEA Priorities Build a foundation of reading and math		Administrators	Students will demonstrate growth in multiple measures.			
3) After School Tutoring will be provided to students in need of extra intervention in core academic areas.						
Funding Sources: 211 - Title I, Part A - 4000.00						
TEA Priorities Build a foundation of reading and math	2.4	Administrators, Language Arts Team, MCL	Students engaged in meaningful text this summer.			
4) Provide books to students for summer reading and host a One Book, One School program with correlated instructional activities hosted by staff.						
Funding Sources: 211 - Title I, Part A - 4525.00						
= 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 2020, SBMS will close existing achievement gaps by at least 5% [between ED/Non-ED, Hispanics/Non-Hispanic, African-American/Non-African American and SWD/Non-SWD students] while all performance improves.

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%





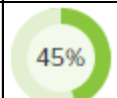
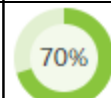



2017-18: Eco-Dis 25%; non- Eco-Dis 60%

2018-19: Sped 4%; non-Sped 57%

2017-18: Sped 11%; non-Sped 48%

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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		Dean of Student Support, Administrators, Intervention Team	Close individual gaps in students and provide as needed resources specific to student needs.			
2) Work with CIS and our nurse to identify needs of our students and meet resource needs of our campus.		Principal	Ensure students have what they need to fit in, feel comfortable and be successful at SBMS.			
 = Accomplished  = 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: All strategies will be implemented.

Summative Evaluation 1: Met Performance Objective

Campus Improvement Team

Committee Role	Name	Position
Administrator	Stefanie Spencer	Principal
Classroom Teacher	Chelsea Rasing	Science Teacher
Community Representative	Molly Ferguson	Community Representative
Parent	Hilary Howard	PTA President
Classroom Teacher	Kathleen Holder	Choir Teacher
Parent	Haley Baker	Parent
Classroom Teacher	Nicole LeGrone	Math Teacher
Parent	Amy Reeves	Parent
Parent	Kelly Murphy	Parent
District-level Professional	Jessica Hughes	District Librarian Coordinator
Administrator	Steven Barry	Assistant Principal
Classroom Teacher	Lashunda Chase	Lifeskills Teacher

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$57,028.00
+/- Difference					\$57,028.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,847.00
+/- Difference					\$1,847.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,700.00
+/- Difference					\$10,700.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,750.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$5,750.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$31,200.00
				+/- Difference	\$31,200.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Staff	211.11.6119.000.043.30.0.000	\$40,172.23
1	1	4	MCL Position	211.11.6119.000.043.30.0.000	\$92,082.41
1	1	5	Payment for Summer Planning	211.11.6116	\$10,000.00
2	1	1	Technology	211.11.6398.000.043.30.0.000	\$12,715.00
2	1	2	Newspaper Printing	211.13.6299	\$1,500.00
3	1	1	Planning Days	211.11.6116.000.043.30.0.000	\$4,000.00
3	1	2	Other Reading Materials	211.11.6329.	\$2,342.55
3	1	2	Software: Stemsscopes	211.11.6397	\$6,480.00
3	1	2	Supplies and Materials	211.61.6399	\$4,402.00
3	1	3	Tutoring Salaries	211.11.6119	\$4,000.00
3	1	4	Books	211.11.6329	\$3,000.00
3	1	4	Supplemetnal Pay for Teachers		\$1,525.00
				Sub-Total	\$182,219.19
				Budgeted Fund Source Amount	\$202,050.00
				+/- Difference	\$19,830.81
				Grand Total	\$182,219.19