Spring Branch Independent School District

Northbrook Middle School

2019-2020 Campus Improvement Plan

Mission Statement

Inspiring minds. Shaping lives.

In SBISD our promise to our entire community is to inspire minds and shape lives by:

improving academic performance of all students,
graduating all high school students, and
preparing all students with the qualifications and skills necessary to enter college or post-secondary training and exit successfully.

Vision

The Knight Way

We are a team that learns and grows. We commit to be better every day by building habits for personal and professional success that empower us to set high expectations and own our personal learning journeys.

Commitments:

Community: We build secure relationships across the entire Northbrook community.

Support: We support each other to set and attain purposeful goals.

Feedback: We take responsibility to engage in relationships that promote honest conversations to foster growth.

Growth: Acknowledging where we are now and where we're going, we release our fear of failure and boldly own our personal learning journeys.

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

Demographics

Demographics Summary

The student population of Northbrook Middle School has increased 4% since the 2017-2018 school year. The demographics remain about the same. Our student population is made up of 94.4% Hispanic, 2.5% White, 1.9% African American, 0.8% Asian, and 0.3% Other. The English Language Learners population increased from 54% to 61% in the 2018-2019 school year. The Students with Interrupted Formal Education (SIFE) population went from 3 students in 2017-2018 to 32 students in 2018-2019. The Economically Disadvantaged population has increased from 91.4% to 97%. The school class size increased from 24.4 to 27.7 students per class

Demographics Strengths

Staff adapting to the needs of the school. Master schedule established to accommodate the needs of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many of our students are second language learners so they are still developing their English language skills. **Root Cause**: Lack of academic proficiency gained to exit (long term ELLs) and/or Limited English language use and experiences at home.

Problem Statement 2: Many students come to us with limited experiences, background knowledge, and language **Root Cause**: Lack of access and opportunities

Student Academic Achievement

Student Academic Achievement Summary

Northbrook has focused on personalizing learning for our students. This has taken place in all content areas, allowing for students to have access to content at their appropriate level, while pushing them to maximize their learning. Students are given access to their data and track their learning and growth throughout the year.

All students are tracked throughout the year on their progress, with special attention focused on ELL and Special Education students, ensuring their needs are met in the mainstreamed classroom. In order to best support the ELL Newcomers, we started a sheltered instruction class to best support these students.

Student Academic Achievement Strengths

Math and Reading scores have increased on both the MAP and STAAR tests, when compared to 2017-2018. On 8th Grade Math and Algebra I STAAR assessments, the percentage of students achieving Approaches increased from 82% to 88%, Meets increased from 44% to ____, and Masters from 20% to _____. On 8th Grade Reading STAAR, the percentage of students achieving Approaches increased from 62% to 66%, Meets increased from 21% to ___, and Masters from 9% to _____.

On the MAP Test, students showing a Comparative Growth Index greater than 0 from the Fall administration to the Spring administration, increased in Reading from 45% of students to 54.8% and in Math from 50% of students to 58.6%, when compared from last year.

When tracking cohorts across their three years at Northbrook Middle School, student achievement gains can be seen in both Reading and Math. On the Reading STAAR test, the 2018-19 8th Graders achieved 45% Approaches in 6th Grade, 49% Approaches in 7th Grade, and 66% Approaches in 8th Grade. On the Math STAAR tests, the same students achieved 56% Approaches in 6th Grade, 58% Approaches in 7th Grade, and 88% Approaches in 8th Grade.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In our student achievement data, there are still noted gaps in performance for our special populations when compared to their peer groups (SPED, ELLs). **Root Cause**: PLCs need to deepen their focus on the evidence of student learning (we are very focused on lesson development and design) to identify and routinely analyze student work for evidence of student learning and to make instructional adjustments based on that evidence. Resulting high quality direct instruction and continuous, targeted feedback.

School Processes & Programs

School Processes & Programs Summary

Personnel: We attract and retain teachers through a focus on effective content leadership, coupled with clear structures and systems, including weekly PLCs and teacher one-on-ones. Hiring decisions made based on assessment of needs for the position and best fit.

Professional Practices: Professional development based on needs of the campus as assessed through various metrics, including student achievement data and surveys of student, staff, and community members. The District has a clear vision and goal of T-2-4 as well as strong core values to guide our work. This goal of post-secondary readiness guides our campus-based goal setting, and our values guide how we do business. As a campus leadership team in collaboration with our staff, we assess our current state and set our goals based on this district vision. We then identify our gaps and work toward continuous improvement through effective PLCs that employ the Data Wise model for data analysis and action.

Programs and Opportunities: With guidance and input from the District, we have developed our Northbrook Middle School Instructional Framework, which articulates our approach to instruction and culture in order to meet the needs of every child. At the core of this is a focus on teaching to the depth and complexity of the standards while employing instructional strategies to meet the needs of every child (SPED, ESL, Pre-AP).

Procedures: We have co-constructed the master schedule with our YES Prep counterparts to prioritize content-based PLCs, culture-building time through grade level off periods, and the advancement of fine arts programming through sequenced coursework (Beginner - Advanced). We analyze the Panorama survey to identify opportunities to improve our students' feeling of safety and connectedness. We've created spaces to analyze and discuss action as a leadership team, full staff, and individual grade level / department.

School Processes & Programs Strengths

Our management structure is designed to support the work of both instruction and culture.

Our teams engage in effective PLCs, prioritizing continuous growth in student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Most PLCs have reached a level of proficiency in analyzing data, but need to continue to drill deeper in order to meet the needs of all children. **Root Cause**: Many students come to us in 6th grade with significant academic gaps in math and/or reading along with their individual strengths, interests, and needs. We need to prioritize the most important essential learning for each content to be more focused for intervention, and more clear on when students need extension.

Perceptions

Perceptions Summary

Attendance rates at Northbrook Middle School was 94.4% for the 2018-19 school year which is generally consistent with the attendance rates from 2016-17 and 2017-18 (95.2 and 95.15 respectively).

Students feel connected to their teachers and believe that they are given a rigorous education, with 76% of students believe that teachers are respectful to them and 67% of students believe that Northbrook Middle School holds students to high, rigorous expectations while supporting them in their efforts. Additionally, School Belonging surveys indicate that 49% of students feel they are valued members of the school community, up 2% from the previous survey.

Students struggling with behavioral supports are discussed in Grade-Level RTI discussions weekly, as well as receiving targeted small group or individual behavioral supports through the Intervention Specialist and Counselors in conjunction with the Assistant Principals. In an attempt to proactively assist students in resolving conflict and developing the social-emotional skills needed to resolve conflict independently in the future, students received conflict resolution and mediation support either through staff or administrators referrals or self-referrals. Through these efforts, 56% of students indicate they feel physically and psychologically safe at school, up 3% from the previous year.

Trends indicate that disciplinary decisions and student support have worked to reduce numbers of students placed in exclusionary placements (ISS, OSS, DAEP) by over 60% in 2 years and then maintain that level for past two school years.

Northbrook middle school teacher retention rate has gone up from 57% to currently 83% over the last 4 years. End of year survey results show teachers indicating a high level of connectedness to their team and the campus vision.

Perceptions Strengths

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our student culture data indicates growth in all areas, yet students continue to demonstrate social emotional learning needs. **Root Cause**: Our students demonstrate a need for both structure and support, both socio-emotional and habit-building, in order to thrive

Priority Problem Statements

Problem Statement 1: Many of our students are second language learners so they are still developing their English language skills.

Root Cause 1: Lack of academic proficiency gained to exit (long term ELLs) and/or Limited English language use and experiences at home.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Many students come to us with limited experiences, background knowledge, and language

Root Cause 2: Lack of access and opportunities

Problem Statement 2 Areas: Demographics

Problem Statement 3: In our student achievement data, there are still noted gaps in performance for our special populations when compared to their peer groups (SPED, ELLs).

Root Cause 3: PLCs need to deepen their focus on the evidence of student learning (we are very focused on lesson development and design) to identify and routinely analyze student work for evidence of student learning and to make instructional adjustments based on that evidence. Resulting high quality direct instruction and continuous, targeted feedback.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Our student culture data indicates growth in all areas, yet students continue to demonstrate social emotional learning needs.

Root Cause 4: Our students demonstrate a need for both structure and support, both socio-emotional and habit-building, in order to thrive

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Most PLCs have reached a level of proficiency in analyzing data, but need to continue to drill deeper in order to meet the needs of

all children.

Root Cause 5: Many students come to us in 6th grade with significant academic gaps in math and/or reading along with their individual strengths, interests, and needs. We need to prioritize the most important essential learning for each content to be more focused for intervention, and more clear on when students need extension.

Problem Statement 5 Areas: School Processes & Programs

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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
- T-PESS data
- Equity data

Parent/Community Data

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

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

Performance Objective 1: By June 2020, at least 64% of Northbrook MS students will meet or exceed growth expectations (i.e. CGI greater than or equal to 0) in Reading MAP, and at least 65% of Northbrook MS students will meet or exceed growth expectations (i.e. CGI greater than or equal to 0) in Math MAP.

2018-19: Reading - 58% met CGI; Math - 61% met CGI
2017-18: Reading - 45% met CGI; Math - 50 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

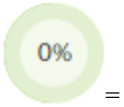
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) PLCs: In order to best meet the needs of every child, and to ensure that we get better at meeting the needs of every child every day, instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	2.4, 2.5, 2.6			100%	100%	100%
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 - School Processes & Programs 1 **Funding Sources**: 211 - Title I, Part A - 60384.30					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Instructional Framework: This living framework aggregates the organizational learning at NMS within the ecosystem of SBISD about teaching and learning and what works best for our students in our context. Included in the compilation of documents, resources, and professional learning artifacts are the Foundational Components of Instruction: articulated the baseline best practices that must be incorporated in all classrooms to optimize student outcomes (based on our learnings as a campus): (1) comprehensible input, (2) formative assessment and response, (3) feedback, (4) structured student conversations, and (4) responsive teaching. The instructional framework articulates the process and needed outcomes for teaching and learning at Northbrook MS, and serves as a venue for capturing and sustaining organizational learning. This is a tool for individualized coaching, feedback, and PD around targeted growth areas for teachers. Teaching and learning outlined in the Instructional Framework will require professional learning for teachers, supplies, reading materials, food/refreshments ,materials, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.	2.4, 2.5, 2.6			80%	90%	100%
3) 1:1: Teachers and students will utilize a 1:1 learning model wherein all students and teachers will receive a device (iPad) and monthly data plan that will allow them to engage in anytime anywhere learning. A 1:1 environment will allow students and teachers to collaborate more efficiently and effectively both in class and outside of traditional class time. The 1:1 learning environment will require professional learning for teachers, supplies and materials, books, digital/technology resources, technology equipment. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.	2.4, 2.5, 2.6			100%	100%	100%
	Funding Sources: 211 - Title I, Part A - 43250.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, attendance at conferences and/or PD seminars, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	2.4, 2.5, 2.6			100%	100%	100%
	Funding Sources: 211 - Title I, Part A - 37365.70					
5) Reading intervention: Students will be scheduled into tiered reading intervention classes as a part of their course load. Courses will be taught by expert reading teachers who will provide targeted instruction focused on fluency and comprehension strategies in order to support students reading on grade level in core classes. Reading intervention courses will require professional learning for teachers, supplies and materials, books, and technology resources. Reading intervention courses may illuminate need for additional intervention or extension outside the normal school day.	2.4, 2.5, 2.6			100%	100%	100%
	Funding Sources: 211 - Title I, Part A - 24975.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

= Accomplished 

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Many of our students are second language learners so they are still developing their English language skills. **Root Cause 1**: Lack of academic proficiency gained to exit (long term ELLs) and/or Limited English language use and experiences at home.
Problem Statement 2: Many students come to us with limited experiences, background knowledge, and language **Root Cause 2**: Lack of access and opportunities

Student Academic Achievement
Problem Statement 1: In our student achievement data, there are still noted gaps in performance for our special populations when compared to their peer groups (SPED, ELLs). **Root Cause 1**: PLCs need to deepen their focus on the evidence of student learning (we are very focused on lesson development and design) to identify and routinely analyze student work for evidence of student learning and to make instructional adjustments based on that evidence. Resulting high quality direct instruction and continuous, targeted feedback.

School Processes & Programs
Problem Statement 1: Most PLCs have reached a level of proficiency in analyzing data, but need to continue to drill deeper in order to meet the needs of all children. **Root Cause 1**: Many students come to us in 6th grade with significant academic gaps in math and/or reading along with their individual strengths, interests, and needs. We need to prioritize the most important essential learning for each content to be more focused for intervention, and more clear on when students need extension.

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 Northbrook MS students will respond favorably on School Belonging and 59% on School Safety on the Panorama survey.

2018-19: School Belonging -49%, School Safety - 56%
2017-18: School Belonging -46%, School Safety -46%

Evaluation Data Source(s) 1: Panorama EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) The Center for Student Support will improve campus culture and student achievement by creating (1) a student-centered, data-driven PLC focused on student social-emotional and behavioral support, (2) a safe space on campus designated solely for student culture and support, and (3) a collaborative and restorative approach to school discipline. The student support team will operate as a PLC to review data (attendance, discipline, interventions) and make decisions for best methods for student support. Data will be collected and tracked to outline the effectiveness of the Student Support Center programming including student participation, intervention, and outcomes. Additionally, the PLC will be responsible for collaborating on a calendar of campus-wide cultural celebrations (i.e. Spirit Week, Hispanic Heritage Month, Black History Month, etc.). The Student Support Team will drive effective student support with the following programmatic elements: School Climate, Safety, and Connectedness Initiatives, Targeted, Proactive Student Support (individual and small group), Student Leadership and Empowerment, & Restorative Accountability. The student support team will support, and train teachers and support staff to implement restorative practices in their classroom and curriculum, as well as support teammates to create a safe learning environment, build positive classroom culture, engage in restorative practices and conversations with students. The implementation of Center for Student Support will require professional learning, supplies, and materials, and possible intervention/extension outside the normal school day.	2.4, 2.5, 2.6, 3.1, 3.2			100%	100%	100%
	Problem Statements: Perceptions 1 **Funding Sources**: 211 - Title I, Part A - 14057.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Grade level teams and assistant principals are responsible for building the grade level culture, ensuring the implementation of our Tier 1 / PBIS systems, and coordinating efforts for RtI systems. APs provide access to training and resources to support our Tier 1 systems, as articulated in our Behavior Response Menu. Related to the RtI process, APs work with teacher teams and the student support team to identify students in need, develop and implement intervention plans, and monitor progress in order to support student growth. The grade level culture and RtI process will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of the RtI process may illuminate the need for additional intervention or extension outside the normal school day.	2.4, 2.5, 2.6, 3.1, 3.2			60%	90%	100%
3) Engage Families and Community Members in Student Learning Experiences: We will engage families through a variety of venues over the course of the school year focused on improving student academic outcomes, strengthening parent-school partnerships, and providing opportunities for collaboration and feedback. This includes: demonstrations of learning nights, information sessions regarding academics and student experiences, monthly meetings with the principal covering pertinent learning topics, and courses specifically designed and offered for parents (i.e. nutrition, English, technology, etc).	3.1, 3.2			25%	40%	100%
	Funding Sources: 211 - Title I, Part A - 3708.00					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Our student culture data indicates growth in all areas, yet students continue to demonstrate social emotional learning needs. **Root Cause 1**: Our students demonstrate a need for both structure and support, both socio-emotional and habit-building, in order to thrive

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

Performance Objective 1: By June 2020, at least 22% of Northbrook MS 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: 16% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 8% 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) PLCs: In order to best meet the needs of every child, and to ensure that we get better at meeting the needs of every child every day, instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	2.4, 2.5, 2.6			100%	100%	100%
	Funding Sources: 211 - Title I, Part A - 6188.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Instructional Framework: This living framework aggregates the organizational learning at NMS within the ecosystem of SBISD about teaching and learning and what works best for our students in our context. Included in the compilation of documents, resources, and professional learning artifacts are the Foundational Components of Instruction: articulated the baseline best practices that must be incorporated in all classrooms to optimize student outcomes (based on our learnings as a campus): (1) comprehensible input, (2) formative assessment and response, (3) feedback, (4) structured student conversations, and (4) responsive teaching. The instructional framework articulates the process and needed outcomes for teaching and learning at Northbrook MS, and serves as a venue for capturing and sustaining organizational learning. This is a tool for individualized coaching, feedback, and PD around targeted growth areas for teachers. Teaching and learning outlined in the Instructional Framework will require professional learning for teachers, supplies, reading materials, food/refreshments ,materials, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.	2.4, 2.5, 2.6			80%	95%	100%
3) 1:1: Teachers and students will utilize a 1:1 learning model wherein all students and teachers will receive a device (iPad) and monthly data plan that will allow them to engage in anytime anywhere learning. A 1:1 environment will allow students and teachers to collaborate more efficiently and effectively both in class and outside of traditional class time. The 1:1 learning environment will require professional learning for teachers, supplies and materials, books, digital/technology resources, technology equipment. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.	2.4, 2.5, 2.6			100%	100%	100%
	Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, attendance at conferences and/or PD seminars, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	2.4, 2.5, 2.6			100%	100%	100%
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Many of our students are second language learners so they are still developing their English language skills. **Root Cause 1**: Lack of academic proficiency gained to exit (long term ELLs) and/or Limited English language use and experiences at home.
Problem Statement 2: Many students come to us with limited experiences, background knowledge, and language **Root Cause 2**: Lack of access and opportunities

Student Academic Achievement

Problem Statement 1: In our student achievement data, there are still noted gaps in performance for our special populations when compared to their peer groups (SPED, ELLs). **Root Cause 1**: PLCs need to deepen their focus on the evidence of student learning (we are very focused on lesson development and design) to identify and routinely analyze student work for evidence of student learning and to make instructional adjustments based on that evidence. Resulting high quality direct instruction and continuous, targeted feedback.

School Processes & Programs

Problem Statement 1: Most PLCs have reached a level of proficiency in analyzing data, but need to continue to drill deeper in order to meet the needs of all children. **Root Cause 1**: Many students come to us in 6th grade with significant academic gaps in math and/or reading along with their individual strengths, interests, and needs. We need to prioritize the most important essential learning for each content to be more focused for intervention, and more clear on when students need extension.

Perceptions

Problem Statement 1: Our student culture data indicates growth in all areas, yet students continue to demonstrate social emotional learning needs. **Root Cause 1**: Our students demonstrate a need for both structure and support, both socio-emotional and habit-building, in order to thrive

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, Northbrook MS will close existing achievement gaps by at least 5% between EL/Non-EL while all performance improves.

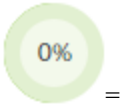
2018-19: English Learners 5%; non-English Learners 32%
2017-18: English Learners 0%; non-English Learners 15%

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, attendance at conferences and/or PD seminars, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	2.4, 2.5, 2.6			100%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 211 - Title I, Part A - 54122.00					
2) Reading intervention: Students will be scheduled into tiered reading intervention classes as a part of their course load. Courses will be taught by expert reading teachers who will provide targeted instruction focused on fluency and comprehension strategies in order to support students reading on grade level in core classes. Reading intervention courses will require professional learning for teachers, supplies and materials, books, and technology resources. Reading intervention courses may illuminate need for additional intervention or extension outside the normal school day.	2.4, 2.5, 2.6			100%	100%	100%
	Problem Statements: Demographics 1, 2 **Funding Sources**: 211 - Title I, Part A - 2450.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

= Accomplished 

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Many of our students are second language learners so they are still developing their English language skills. **Root Cause 1**: Lack of academic proficiency gained to exit (long term ELLs) and/or Limited English language use and experiences at home.
Problem Statement 2: Many students come to us with limited experiences, background knowledge, and language **Root Cause 2**: Lack of access and opportunities

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:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	PLCs: In order to best meet the needs of every child, and to ensure that we get better at meeting the needs of every child every day, instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment will address the multiple measures of data which are demographics, student academic achievement, school processes and programs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed by the CIT members which represent staff, students, parents, and committee members.

2.2: Regular monitoring and revision

Monitoring and revision is on-going by the CIT committee, the Instructional Leadership Team, and PLCs.

2.3: Available to parents and community in an understandable format and language

All parent communication and messages are in English and Spanish. All important documents are available for parents and community in English and Spanishh on the school website.

2.4: Opportunities for all children to meet State standards

Students receive interventions based on their language acquisition (years in US). As school begins, all PLCs and Grade Levels address on-going interventions in all classes. Highly gifted teachers are recruited to provide good first instruction to all students. MCLs are on the school Instructional Leadership Team.

2.5: Increased learning time and well-rounded education

The master schedule reflects interventions for all core classes of English and Math.

Our school is 1:1 devices for personalized and distance learning.

Our Performing Arts and Fine Arts Departments as well as PE and Athletics enhance well-rounded learning for every child.

2.6: Address needs of all students, particularly at-risk

At Risk students have daily interventions.

Our CIS work provides a liasiaon between parents and staff, building relationships and trust.

Our Student Support Center provides critical SEL programing and support for all students.

Advanced students are taught by SBIDS certified G/T teachers.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is distributed at Fall Open House and is available on our school website.

3.2: Offer flexible number of parent involvement meetings

We offer flexible parent meetings including morning coffee with the Principal.

We also house a Food Bank distribution center in at lunch time.

We offer night programs at various times so that working parents can attend.

Title I Personnel

Name	Position	Program	FTE
Claudia Negret	Teacher Assistant LEP	Title 1	100%
Elmer Rivera	Associate Teacher	Title 1	100%
Jessica Jaramillo	Aspiring Teacher	Title 1	100%

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	$19,940.00
				+/- Difference	$19,940.00

199 PIC 23 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,200.00
				+/- Difference	$1,200.00

199 PIC 25 - ESL/Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,000.00
				+/- Difference	$9,000.00

199 PIC 30 - At Risk School Wide SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$12,560.00

199 PIC 30 - At Risk School Wide SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$12,560.00

199 PIC 99 - Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$16,195.00
				+/- Difference	$16,195.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies & Materials	6399	$58,359.30
1	1	1	Professional Development	13.6299	$1,175.00
1	1	1	Professional Development	23.6299	$850.00
1	1	3	software	11.6397	$39,630.00
1	1	3	misc operating expenses - webinar	13.6499	$500.00
1	1	3	technology equipment	6398	$3,120.00
1	1	4	Region ESC SErvices	6239	$1,000.00
1	1	4	Misc Contract Services	13.6299	$27,000.00
1	1	4	Misc Operating Expenses	13.6499	$3,000.00
1	1	4	Employee Travel	23.6411	$2,000.00
1	1	4	Employee Travel	13.6411	$2,565.70
1	1	4	Region ESC Services	23.6239	$300.00
1	1	4	Misc Operating Expense- Webinar	23.6499	$1,500.00
1	1	5	Magazines and Periodicals	11.6325	$2,500.00
1	1	5	Other Reading Materials	12.6329	$3,000.00
1	1	5	Other Reading Materials	13.6329	$2,500.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Parent Other Reading Materials	61.6329	$1,875.00
1	1	5	Other Reading Materials	11.6329	$14,600.00
1	1	5	Other Reading Materials	23.6329	$500.00
2	1	1	Student Transportation	11.6494	$900.00
2	1	1	Misc. Operating Expenses	11.6499	$13,157.00
2	1	3	Supply & Materials	61.6399	$1,208.00
2	1	3	Misc. Operating Expenses	61.6499	$2,500.00
3	1	1	Substitutes	13.6112	$6,188.00
4	1	1	Other Payroll Payments	11.6116	$6,000.00
4	1	1	Support Personnel Extra Duty	11.6121	$8,800.00
4	1	1	Support Personnel Salary	11.6129	$39,322.00
4	1	2	Misc. Contract Services	11.6299	$1,600.00
4	1	2	Misc. Contract Services	23.6299	$850.00
				Sub-Total	$246,500.00
				Budgeted Fund Source Amount	$246,500.00
				+/- Difference	$0
				Grand Total	$246,500.00