

Spring Branch Independent School District
Northbrook Middle School
2021-2022 Campus Improvement Plan



Mission Statement

At Northbrook Middle School, we exist to ensure Every Child learns and makes impactful choices that igKNIGHT a purposeful future.

Vision

Our Vision:

By 2024, Northbrook Middle School will be a Model PLC School.

Our Commitments:

- Every Child will have their A.R.M.O.R. ready!
- Every Child will learn from collaborative educators!
- Every Child will learn at high levels!
- Every Child will receive differentiated academic and behavioral supports!
- Every Child will develop their social and emotional skills!
- Every Child will be celebrated for academic and behavioral mastery AND progress!

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.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset, and is motivated and equipped with the knowledge, skills, and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions, and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships, and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals, and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information, and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In preparation for the 2021-2022 school year, Northbrook Middle School's Guiding Coalition developed a new mission, vision, and values that will guide our work moving forward. At NMS, we exist to ensure Every Child learns and makes impactful choices that igKNIGHT a purposeful future. This mission statement was created with our campus demographics in mind.

At the end of the 2020-2021 school year, there were 530 students enrolled on the campus. Of the 530 students, approximately 94% were Hispanic, 3% were White, 3% were African American, and 1% was Asian. With respect to special programming, about 70% of our students were English Learners (ELs) with a high number of long-term ELs, 15% were students who receive special education, and approximately 3% were Newcomers. We proudly served a high percentage of economically disadvantaged students, approximately 97%, receive free or reduced lunch.

NMS ended the school year with an overall attendance at 93% which was a drastic improvement from the beginning of the year when the attendance hovered around 78%.

Demographics Strengths

Northbrook Middle School celebrates the following strengths:

- Newly created and adopted mission, vision, values, and goals
- The student enrollment remains consistent, if not increases each year.
- Staff adapts to the needs of the school.
- Master schedule created to meet the needs of the students.
- Increase of .02% in overall student attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many of our students lack the needed language proficiency to exit the ESL program. **Root Cause:** Intentional practices are not implemented to support language proficiency in all 4 language domains in all classes.

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

Student Learning

Student Learning Summary

Northbrook Middle School started intensive PLC work with Solution Tree and Brig Leane during the 2020-2021 school year. Through the training, we discovered there were gaps in our PLC implementation across departments and grade levels. As a result, we started the work to tighten our PLC structures to aid in increases in student achievement.

Below are the 2020-2021 STAAR data:

Reading:

6th Grade: Approaches 32% (-12%); Meets 9% (-5%); Masters 2% (-1%)

7th Grade: Approaches 35% (-21%); Meets 16% (-13%); Masters 7% (-6%)

8th Grade: Approaches 51% (-13%); Meets 22% (-6%); Masters 7% (N/C)

Math:

6th Grade: Approaches 47% (-17%); Meets 20% (-3%); Masters 6% (N/C)

7th Grade: Approaches 37% (-20%); Meets 14% (-14%); Masters 5% (-8%)

8th Grade: Approaches 50% (-33%); Meets 24% (-15%); Masters 3% (+2%)

Algebra I: Approaches 96% (-4%); Meets 86% (-5%); Masters 36% (-28%)

Writing:

7th Grade: Approaches 26% (-9%); Meets 8% (-4%); Masters 0% (-2%)

Science:

8th Grade: Approaches 46% (-9%); Meets 23% (+2%); Masters 10% (+2%)

Social Studies:

8th Grade: Approaches 35% (N/C); Meets 10% (+1%); Masters 1% (-2%)

Student Learning Strengths

Northbrook Middle School has a population of committed teachers who want the best for our students.

Specifically, we are elated with the following strengths:

- The increase in Meets and Masters level performance in Science.
- The increase in Meets level performance in Social Studies.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our student achievement data declined in every content and grade level based on the 2020-2021 STAAR data. **Root Cause:** Collaborative teams failed to consistently implement the PLC process and failed to prepare students for online testing.

Problem Statement 2: Our student achievement data indicate a gap in performance for our special populations when compared to their peers. **Root Cause:** Teachers are not differentiating and scaffolding at the appropriate level to meet students' needs.

School Processes & Programs

School Processes & Programs Summary

Personnel: As an Instructional Leadership Team, we drafted interview questions that aligned to our new campus mission, vision, and campus needs. With this, we collaboratively interviewed and selected potential applicants who fit our campus profile. Our new teachers will participate in the SBISD New Teacher Academy, based on years of experience, and/or campus-based new teacher activities to support retention. In addition, we will prioritize staff retention through intentional professional development, daily collaborative team meetings, instructional leadership support, and clear systems and structures. Furthermore, we will intentionally celebrate staff for progressing towards, meeting, or exceeding campus goals and expectations.

Professional Practice: Professional development is based on the needs of the campus as assessed through various metrics, including student achievement data and surveys from stakeholders. 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 instructional leadership team, in collaboration with our staff, we assess our current state and set our goals based on this district vision. We then identify gaps and work toward continuous improvement through an effective PLC culture.

Programs and Opportunities: Through careful analysis of various data sources, the campus leadership team has identified two foci for the campus - School Culture and Data-Driven Instruction. With these foci as the driver, the campus will implement Positive Behavior Interventions and Supports (PBIS), provide more opportunities for student voice and celebrations, and a stronger social-emotional program. In addition, our student achievement data supported a redistribution of staffing units to create courses that support Newcomers and long-term English Learners (ELs) as ELs make up over 70% of our campus population. In addition, staffing units were redistributed to provide more opportunities and choice for our students in the areas of CTE and Theatre Arts.

Procedures: Based on our formative and summative student achievement data, it is evident that more students need more time on task. Given this, our master schedule was built for ELAR and Math to be blocked every day for 90 minutes. In addition, our master schedule allows for two days of alternating block which enables the other content areas to have more instructional time. With the additional instructional time, small group instruction will be a focus to meet the individual needs of the students. To provide more instructional support, acceleration/enrichment igKNIGHTed Hour, after-school tutorials and Saturday School will be offered to targeted students throughout the school year. To meet the needs of the whole child, all new students shadow an ambassador (current student) to learn the building and establish a relationship, our Knights Support Center, led by our counselors, provides a safe space for students to receive social-emotional supports, and our advisory period allows for building school connectedness, trust, and safety. We also have QR codes posted throughout the building for students to request help from the school counselors or other staff members as a means of promoting self-advocacy.

School Processes & Programs Strengths

Northbrook Middle School has identified the following strengths:

- Our teams will engage in the PLC Process with a priority on continuous growth in student achievement.
- Our teachers will be supported by 2 Multi-Classroom Leaders (Math and ELAR), 2 Instructional Specialists (EL and Science/Social Studies), 1 Lead Instructional Specialist, and a Campus Assessment Instructional Specialist.
- With a focus on School Culture, systems will be created to continue culture improvements; such as, Knights Support Center, PBIS, and student clubs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: All core content areas teachers are not meeting the unique needs of our students. **Root Cause:** Teachers are not trained and supported with implementing the PLC process.

Problem Statement 2: The number of student referrals have increased resulting in students missing instruction. **Root Cause:** There is no system to promote and reward positive behavior.

Perceptions

Perceptions Summary

At Northbrook Middle School, the guiding coalition has been intentional about redesigning our school to ensure our students' needs are the priority. As we move forward, our mission to ensure EVERY CHILD learns and makes impactful choices that igKNIGHT a purposeful future will guide our work. As we reflect on the 2020-2021 school year, our attendance rate hovered around 93% which is good given it was a COVID year. We will continue to focus on attendance by communicating our daily attendance by grade level, rewarding good to perfect attendance, and creating intervention plans for students with poor attendance. Our discipline data show an uptick in behavior infractions. We need to support our teachers with being owners of their classrooms and following the RtI process for students who fail to meet Tier 1 expectations. With the PBIS implementation, there should be a decrease in referrals and an increase in positive behaviors.

Based on our Panorama survey data, there was a significant decrease in year-over-year percent of favorable responses in School Belonging and School Engagement. We commit to building initiatives around these areas to ensure our students have a sense of belonging and engagement. Although the students' actions and conversations support a sense of belonging, the survey data show that more intentional practices are needed.

For the 2021-2022 school year, NMS will have several new teachers to the campus. With new leadership and changes to the campus mission and vision, we are excited about the possibilities next year brings. All teachers with 0-3 years of experience will be encouraged to participate in the district's New Teacher Academy to build their toolboxes. We will also provide campus-based training and support to all teachers on campus. With a professional development plan, we expect to have a higher retention percentage for the 2022-2023 school year.

Our family engagement is an area of focus. Our families do not tend to participate in the engagement activities offered. To support this area, a Family Engagement Committee will be created to garner input on how we can better support our families. Although our families do not engage in campus activities, they are responsive when contacted. We will continue to send our Knights' Weekly News newsletter to keep the families informed of campus activities and upcoming events.

Perceptions Strengths

Northbrook Middle School celebrates the following strengths:

- The Guiding Coalition's work with creating a new mission and vision.
- The overall attendance during the COVID year.
- The support of our families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 30% of our students responded favorably to "How much do you matter to others at school?" and only 35% feel connected to an adult. **Root Cause:** There is no campus-wide system for celebrating students for their academic, behavior, and extracurricular accomplishments.

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 goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and 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
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2022, Northbrook Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 15% (approaches), 5% (meets), and 5% (masters) in Reading and 15% (approaches), 10% (meets), and 5% (masters) in Math at each performance level (approaches, meets, masters).

All Students:

2020-21: Reading: 50% (approaches), 23% (meets), 10% (masters); Math: 58% (approaches), 29% (meets), 9% (masters)

2019-20: Not Rated due to COVID

2018-19: Reading: 66% (approaches), 31% (meets), 12% (masters); Math: 77% (approaches), 42% (meets), 14% (masters)

2017-18: Reading: 65% (approaches), 29% (meets), 12% (masters); Math: 74% (approaches), 36% (meets), 11% (masters)

Only NBM Students (excludes YES Prep):


2020-21: Reading: 43% (approaches), 19% (meets), 7% (masters); Math: 53% (approaches), 27% (meets), 8% (masters)


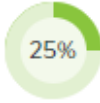

2019-20: Not Rated due to COVID












2018-19: Reading: 57% (approaches), 26% (meets), 7% (masters); Math: 72% (approaches), 38% (meets), 13% (masters)

2017-18: Reading: 59% (approaches), 25% (meets), 8% (masters); Math: 70% (approaches), 35% (meets), 11% (masters)

Evaluation Data Sources: State Accountability Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Execute the PLC Process with fidelity in all STAAR tested core content areas. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in each performance level. Staff Responsible for Monitoring: Administration MCLs Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Promote self-advocacy through the use of a student data tracking tool after common assessment administrations. Strategy's Expected Result/Impact: Increased awareness of TEKS performance throughout the school year. Increased student achievement in all content areas as measured by STAAR in each performance level. Staff Responsible for Monitoring: Administration MCLs Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Offer after-school and Saturday acceleration sessions and transportation for targeted students. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in each performance level. Staff Responsible for Monitoring: Administration MCLs Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Student Travel & Transportation (Instructional Services) - 199 PIC 11 - Instructional Services - \$1,400, Student Transportation - 211 - Title I, Part A - 6494 - \$7,000, Payroll - Tutorials (Extended Day and Extended Week) - 282 ARP21 (ESSER III Campus Allocations) - \$11,338, Payroll - Tutorials - 211 - Title I, Part A - \$10,000, Transportation - Extended Day and Extended Week - 282 ARP21 (ESSER III Campus Allocations) - \$5,000, Student Travel - 211 - Title I, Part A - 6412 - \$3,000, Instructional Resources - 211 - Title I, Part A - \$5,000	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Purchase instructional resources/supplies and technology to support and supplement instruction and assessment in all content areas. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in all performance levels. Staff Responsible for Monitoring: Administration MCLs Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Magazines & Periodicals - 211 - Title I, Part A - 6325 - \$2,000, Supplies and Materials (SpEd) - 199 PIC 23 - Special Education - \$915, Technology Equipment - Chromebook Cart - 282 ARP21 (ESSER III Campus Allocations) - \$10,000, Supplies and Materials (At-Risk) - 199 PIC 30 - At Risk School Wide SCE - \$3,745, Supplies and Materials (Instructional Services) - 199 PIC 11 - Instructional Services - \$12,000, Digital Instructional Resources - 282 ARP21 (ESSER III Campus Allocations) - \$19,000, Technology Software - Calculator Emulator - 211 - Title I, Part A - 6397 - \$1,000, Miscellaneous Operating Expense - 199 PIC 11 - Instructional Services - \$1,500, Supplies and Materials - 282 ARP21 (ESSER III Campus Allocations) - \$3,800, Software and Technology - 199 PIC 11 - Instructional Services - \$2,000, CTE Resources - 199 PIC 22 - Career & Technology - \$3,165, Supplies and Materials - 199 PIC 11 - Instructional Services - \$5,186, Supplies and Materials - 211 - Title I, Part A - \$40,000, Other Reading Materials - 211 - Title I, Part A - 6329 - \$24,200, Technology Equipment - Document Cameras - 211 - Title I, Part A - 6398 - \$9,000, Other Reading Materials (At-Risk) - 199 PIC 30 - At Risk School Wide SCE - \$12,600	Formative		
	Oct	Jan	Apr
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Research, create, and facilitate professional learning opportunities for teachers and administrators based on campus and individual needs assessment. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in all performance levels. Staff Responsible for Monitoring: Administration MCLs Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Professional Learning Opportunities (Teachers & Administrators) - 282 ARP21 (ESSER III Campus Allocations) - \$1,962, Other Reading Materials - Teachers and Administration - 211 - Title I, Part A - 6329 - \$8,000, Miscellaneous Contracted Services - Teachers and Administrators - 211 - Title I, Part A - 6299 - \$2,500, Substitutes & Miscellaneous Operating Expense - 199 PIC 99 - Undistributed - \$4,000, Travel - AVID Summer Institute - 211 - Title I, Part A - 6411 - \$5,000	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Hire Multi-Classroom Leaders and Instructional Specialist to coach and support teachers in all core content areas. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in all performance levels. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Multi-Classroom Teachers and Instructional Specialist - 211 - Title I, Part A - 6119 - \$46,000, Other Payroll Expenses - 211 - Title I, Part A - 6146 - \$4,800	Formative		
	Oct	Jan	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Hire Instructional Assistants to support English Learners in core content areas. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in all performance levels. Increased percentage in EL reclassification. Staff Responsible for Monitoring: Administration Instructional Specialist - EL Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Payroll - 211 - Title I, Part A - \$42,000, Payroll Expenses - 211 - Title I, Part A - \$4,500	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: GAP-CLOSING: By June 2022, Northbrook 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 20% between EL students and non EL students while all performance improves.

All Students:

2020-21: English Learners 21%; non-English Learners 41%





2019-20: Not Rated due to COVID








Only NBM Students (excludes YES Prep):

2020-21: English Learners 17%; non-English Learners 39%

2019-20: Not Rated due to COVID

Evaluation Data Sources: STAAR Reports and State Accountability Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Build master schedule to include a Newcomers Program with an ELLA and Reading focus. Strategy's Expected Result/Impact: Increased EL student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EL students and non-EL students. Staff Responsible for Monitoring: Administration Instructional Specialist - EL Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate monthly TELPAS-simulated writing opportunities in all core content areas. Strategy's Expected Result/Impact: Increased EL student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EL students and non-EL students. Increased percentage of ELs reclassification. Staff Responsible for Monitoring: Administration MCLs Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development and coaching on Talk Read, Talk Write for all Math, Science, and Social Studies teachers. Strategy's Expected Result/Impact: Increased EL student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EL students and non-EL students. Increased percentage of ELs reclassification. Staff Responsible for Monitoring: Administration Lead Instructional Specialist MCLs Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Research, create, and facilitate professional learning opportunities focused on improving the learning outcomes for English Learners. Strategy's Expected Result/Impact: Increased EL student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EL students and non-EL students. Increased teacher knowledge of instructional strategies to support EL students. Increased percentage of ELs reclassification. Staff Responsible for Monitoring: Administration Instructional Specialist- EL Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Miscellaneous Contracted Services - Administration - 199 PIC 99 - Undistributed - \$1,540, Other Reading Materials - 211 - Title I, Part A - \$2,500, Miscellaneous Contracted Services - Teachers and Administrators - 211 - Title I, Part A - 6299 - \$2,500	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Purchase EL instructional resources and supplies to support and supplement instruction. Strategy's Expected Result/Impact: Increased EL student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EL students and non-EL students. Increased percentage of ELs reclassification. Staff Responsible for Monitoring: Administration Instructional Specialist - EL Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Resources - 211 - Title I, Part A - \$7,000, Other Reading Materials - 199 PIC 25 - ESL/Bilingual - 6329 - \$1,500, Supplies and Materials (ESL) - 199 PIC 25 - ESL/Bilingual - \$10,475	Formative		
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Goal 1: STUDENT ACHIEVEMENT. Every Northbrook Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2022, Northbrook 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 20 points, Math (6-8) increase by 10 points.








2020-21: Reading - 36% met CGI; Math - 50% met CGI

2019-20: Not Rated due to COVID

2018-19: Reading - 58% met CGI; Math - 61% met CGI

2017-18: Reading - 45% met CGI; Math - 50 % met CGI

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Execute the RtI process with targeted students based on MAP performance and assessment data. Strategy's Expected Result/Impact: Increased percentage of students meeting RIT targets. Increased student achievement in all content areas as measured by STAAR in each performance level. Increased percentage of students who met or exceeded conditional growth index on MAP. Staff Responsible for Monitoring: Administration CAIS Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Execute the PLC Process with fidelity in all STAAR tested core content areas. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in each performance level. Increased percentage of students who met or exceeded conditional growth index on MAP. Staff Responsible for Monitoring: Administration MCLs Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote self-advocacy through the use of a student data tracking tool after common assessment administrations. Strategy's Expected Result/Impact: Increased awareness of TEKS performance throughout the school year. Increased student achievement in all content areas as measured by STAAR in each performance level. Increased percentage of students who met or exceeded conditional growth index on MAP. Staff Responsible for Monitoring: Administration MCLs Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
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Goal 1: STUDENT ACHIEVEMENT. Every Northbrook 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 2021: 230 students enrolled in one or more advanced courses

Fall 2020: 249 students enrolled in one or more advanced courses

Fall 2019: 257 students enrolled in one or more advanced courses

Evaluation Data Sources: Skyward Course Enrollment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to offer advanced level Spanish courses for 7th and 8th grade students. Strategy's Expected Result/Impact: Increased number of students who receive high school credit while in middle school. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5 Funding Sources: Spanish Texts - 199 PIC 11 - Instructional Services - \$2,000	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer more Advanced Academic Courses in all content areas and in each grade level. Strategy's Expected Result/Impact: Increased number of students who enroll in Advanced Academic Courses. Increased percentage of students who score Meets and Masters as measured by STAAR. Staff Responsible for Monitoring: Administration Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies and Materials - 199 PIC 11 - Instructional Services - \$1,500	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or $\geq 80\%$.

All Students:

2020-2021: TELPAS Progress Rate 34% ;







2019-2020: Not Rated due to COVID

Only Northbrook Middle School Students (excludes Yes Prep),

2020-2021: TELPAS Progress Rate 38%;

2019-2020: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3






Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Talk Read, Talk Write in all Math, Science, and Social Studies classrooms with fidelity. Strategy's Expected Result/Impact: Increased student performance in Math, Science, and Social Studies as measured by STAAR. Increased percentage of ELs progressing at least one composite score as measured by TELPAS. Staff Responsible for Monitoring: Administration Lead Instructional Specialist MCLs Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create an ELL Support elective course for targeted ELs with 4 or more years in US schools with a focus on the 4 language domains. Strategy's Expected Result/Impact: Increased percentage of long-term ELs who meet reclassification criteria. Increased percentage of long-term ELs who increase at least one composite level. Staff Responsible for Monitoring: Administration Instructional Specialist - EL Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Resources - 211 - Title I, Part A - \$5,000, Other Reading Materials - 199 PIC 99 - Undistributed - \$1,500, Supplies and Materials (ESL) - 199 PIC 25 - ESL/Bilingual - \$2,000	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 2: STUDENT SUPPORT. Every Northbrook 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 2022, the % of Northbrook Middle School students who feel connected as both individuals and learners will increase by at least 15 points.

2020-21: 38% School Belonging; 53% School Safety
 2019-20: Not Rated due to COVID
 2018-19: 49% School Belonging; 56% School Safety
 2017-18: 46% School Belonging; 46% School Safety

Evaluation Data Sources: Panorama Student Survey








Strategy 1 Details	Formative Reviews		
Strategy 1: Redesign the "Knights Support" Center to support social-emotional development of students and staff. Strategy's Expected Result/Impact: Decreased discipline referrals Increased percentages in all surveyed areas on Panorama Staff Responsible for Monitoring: Administration Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase PBIS software (Live School) to track, reward, and improve student behavior. Strategy's Expected Result/Impact: Increased percentages in all surveyed areas on Panorama Decreased discipline referrals and out of classroom placements Staff Responsible for Monitoring: Assistant Principals PBIS Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: PBIS Software (Live School) - 211 - Title I, Part A - \$10,000, PBIS Incentives - 199 PIC 99 - Undistributed - \$2,500	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a variety of activities to increase family engagement through activities aimed at supporting the whole child. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in all performance levels. Increased family engagement. Staff Responsible for Monitoring: Administration Family Engagement Team Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Family Engagement - Supplies & Materials - 211 - Title I, Part A - 6399 - \$5,000, Take-Home Libraries - 282 ARP21 (ESSER III Campus Allocations) - \$5,000, Curriculum Night Supplies - 199 PIC 99 - Undistributed - \$1,000	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Purchase technology (translation devices) and supplies (student planners) to enhance communication with families. Strategy's Expected Result/Impact: Increased number of family engagement. Staff Responsible for Monitoring: Administration Family Engagement Team Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies and Materials - 211 - Title I, Part A - \$4,500, Translation Devices - 211 - Title I, Part A - \$3,500	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: STUDENT SUPPORT. Every Northbrook 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase guidance resources to support monthly guidance lessons that build students' soft skills to enhance their secondary and post-secondary opportunities. Strategy's Expected Result/Impact: Increased positive perceptions of school connectedness, safety, and belonging on Panorama survey Staff Responsible for Monitoring: Administrators Counselors Teachers Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Instructional Resources & Supplies/Materials - 211 - Title I, Part A - \$1,000	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will develop the skills to make effective goals and decisions around career planning. Strategy's Expected Result/Impact: All 7th grade students will complete a Career Cluster Finder assessment to determine to their proposed career. Staff Responsible for Monitoring: Administrators Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Character Strong during advisory to further develop the social-emotional well being of students. Strategy's Expected Result/Impact: Decrease in discipline incidents. Increased positive perceptions of school connectedness, safety, and belonging on Panorama survey. Staff Responsible for Monitoring: Administrators Counselors Teachers Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STUDENT SUPPORT. Every Northbrook 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 Northbrook 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunity for 8th grade students to visit Guthrie to learn more about CTE Programs of Study. Strategy's Expected Result/Impact: Increased enrollment in CTE courses as measured by course selection forms. Staff Responsible for Monitoring: Administrators Counselors Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students an opportunity to participate in a Bridge Year event to explore high growth and high demand jobs. Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment. Staff Responsible for Monitoring: Administrators Counselors Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure all 8th grade students complete a course selection process aligned to their career and endorsement path for their 9th grade year. Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade. Staff Responsible for Monitoring: Administrators Counselors Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure all 8th grade students complete a 4-Year Plan prior to entering 9th grade. 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 Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: SAFE SCHOOLS. Northbrook 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

Strategy 1 Details	Formative Reviews		
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish a Campus Safety Committee composed of a cross-section of stakeholders 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: Campus Safety Officer ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
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 any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: SAFE SCHOOLS. Northbrook 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

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st. Staff Responsible for Monitoring: Campus Safety Officer ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. 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	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FISCAL RESPONSIBILITY. Northbrook 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)

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct weekly budget meetings with Administrative Assistant to monitor and reconcile campus budgets. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use campus needs assessment and other data to determine appropriate expenditures. Strategy's Expected Result/Impact: Resources purchased align to campus goals and district T-2-4. Staff Responsible for Monitoring: Principal	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bryan Bejarano	Instructional Assistant	EL	1
Johnathan Barris	Instructional Specialist	Science/Social Studies	.15
Kwan McCullough	Instructional Assistant	EL	1
SaMone Patrick	Multi-Classroom Leader	ELAR	.2
Whitney Henderson	Multi-Classroom Leader	Math	.2

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Student Travel & Transportation (Instructional Services)		\$1,400.00
1	1	4	Supplies and Materials (Instructional Services)		\$12,000.00
1	1	4	Miscellaneous Operating Expense		\$1,500.00
1	1	4	Software and Technology		\$2,000.00
1	1	4	Supplies and Materials		\$5,186.00
1	4	1	Spanish Texts		\$2,000.00
1	4	2	Supplies and Materials		\$1,500.00
Sub-Total					\$25,586.00
Budgeted Fund Source Amount					\$25,586.00
+/- Difference					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	CTE Resources		\$3,165.00
Sub-Total					\$3,165.00
Budgeted Fund Source Amount					\$3,165.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies and Materials (SpEd)		\$915.00
Sub-Total					\$915.00
Budgeted Fund Source Amount					\$915.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Other Reading Materials	6329	\$1,500.00
1	2	5	Supplies and Materials (ESL)		\$10,475.00
1	5	2	Supplies and Materials (ESL)		\$2,000.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$13,975.00
Budgeted Fund Source Amount					\$13,975.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies and Materials (At-Risk)		\$3,745.00
1	1	4	Other Reading Materials (At-Risk)		\$12,600.00
Sub-Total					\$16,345.00
Budgeted Fund Source Amount					\$16,345.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Substitutes & Miscellaneous Operating Expense		\$4,000.00
1	2	4	Miscellaneous Contracted Services - Administration		\$1,540.00
1	5	2	Other Reading Materials		\$1,500.00
2	1	2	PBIS Incentives		\$2,500.00
2	1	3	Curriculum Night Supplies		\$1,000.00
Sub-Total					\$10,540.00
Budgeted Fund Source Amount					\$10,540.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Student Transportation	6494	\$7,000.00
1	1	3	Payroll - Tutorials		\$10,000.00
1	1	3	Student Travel	6412	\$3,000.00
1	1	3	Instructional Resources		\$5,000.00
1	1	4	Magazines & Periodicals	6325	\$2,000.00
1	1	4	Technology Software - Calculator Emulator	6397	\$1,000.00
1	1	4	Supplies and Materials		\$40,000.00
1	1	4	Other Reading Materials	6329	\$24,200.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Technology Equipment - Document Cameras	6398	\$9,000.00
1	1	5	Other Reading Materials - Teachers and Administration	6329	\$8,000.00
1	1	5	Miscellaneous Contracted Services - Teachers and Administrators	6299	\$2,500.00
1	1	5	Travel - AVID Summer Institute	6411	\$5,000.00
1	1	6	Multi-Classroom Teachers and Instructional Specialist	6119	\$46,000.00
1	1	6	Other Payroll Expenses	6146	\$4,800.00
1	1	7	Payroll		\$42,000.00
1	1	7	Payroll Expenses		\$4,500.00
1	2	4	Other Reading Materials		\$2,500.00
1	2	4	Miscellaneous Contracted Services - Teachers and Administrators	6299	\$2,500.00
1	2	5	Instructional Resources		\$7,000.00
1	5	2	Instructional Resources		\$5,000.00
2	1	2	PBIS Software (Live School)		\$10,000.00
2	1	3	Family Engagement - Supplies & Materials	6399	\$5,000.00
2	1	4	Supplies and Materials		\$4,500.00
2	1	4	Translation Devices		\$3,500.00
2	2	1	Instructional Resources & Supplies/Materials		\$1,000.00
Sub-Total					\$255,000.00
Budgeted Fund Source Amount					\$255,000.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Payroll - Tutorials (Extended Day and Extended Week)		\$11,338.00
1	1	3	Transportation - Extended Day and Extended Week		\$5,000.00
1	1	4	Technology Equipment - Chromebook Cart		\$10,000.00
1	1	4	Digital Instructional Resources		\$19,000.00
1	1	4	Supplies and Materials		\$3,800.00
1	1	5	Professional Learning Opportunities (Teachers & Administrators)		\$1,962.00
2	1	3	Take-Home Libraries		\$5,000.00
Sub-Total					\$56,100.00

282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$56,100.00
+/- Difference					\$0.00
Grand Total					\$381,626.00

Addendums