Spring Branch Independent School District

Spring Branch Middle School

2015-2016 Campus Improvement Plan

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Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Three-Year Goal #1: Increase the post-secondary readiness of SBMS students as measured by the STAAR recommended (post-secondary) level on the Math STAAR and Algebra EOC exams.

Performance Objective 1: 51% of 6th-8th grade students will score at the recommended (post-secondary) level. 80% of Algebra students will score at the recommended (post-secondary) level.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Finalize teaching assignments to create strong, collegial teams.	Principal	Completed master schedule			
2) Outline team and department meeting expectations and protocols.	Instructional Leadership Team	Meeting agendas, assessment and lesson plan protocols			
3) Outline common assessment protocol and expectations using data and TEKS.	Instructional Leadership Team	Lesson plans, assessment and lesson plan protocols.			
4) Select book for book study focused on differentiated instruction.	Department chair and Instructional Coach	Selected book			
5) Staff development opportunities for math teachers at district and campus-level; campus visit to observe middle school math teachers using differentiated instructional strategies.	AP and I-coach	Staff development agenda, lesson plans			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 2: Three-Year Goal #2: Increase the literacy of ELL students as measured by TELPAS, Writing STAAR, and Reading STAAR.

Performance Objective 1: 15% of ELL students will exit LEP status.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Educate teachers to understand the ELL/LEP cyclical process.	AP and Instructional Coach	Training agenda			
State System Safeguard Strategy 2) Provide training for teachers on using the ELPS Linguistic Instructional Alignment allowing teachers to see the connections between the ELPS, College and Career Readiness (CCRS), TELPAS Proficiency Level Descriptors, and linguistic accommodations.	ESL Team	Daily objectives, utilization of ELPS guide, training agenda			
State System Safeguard Strategy 3) Create and implement a tracking chart/system for knowing who my LEP students are, what is their current level for each individual language proficiency rating in each designated domain.	ESL Team	Tracking system in Google Docs			
State System Safeguard Strategy 4) Create a standard rubric/walk through form which targets and measure specific instructional strategies.	Instructional Leadership Team	Walk through forms			
State System Safeguard Strategy 5) Select ELL Beginner teacher; strengthen capacity in ELL Beginner teacher to provide good foundation for Newcomer students; strengthen capacity to support language development for all ELL students in core classes.	Instructional Leadership Team	Selection of ELL Beginner teacher and implementation of instructional strategies to support language development for all ELL students.			
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Goal 3: Three-Year Goal #3: Increase the post-secondary readiness of SBMS students as measured by the STAAR recommended (post-secondary) level, as measured by the STAAR Reading and Writing exams.

Performance Objective 1: 60% of 6th-8th graders will score at the recommended (post-secondary) level. 50% of 7th graders will score at the recommended (post-secondary) level.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Finalize teaching assignments to create strong, collegial teams.	Principal	Master schedule			
2) Outline team and department meeting expectations and protocols.	AP and I-coach	Meeting agendas and lesson plan/assessment protocols.			
3) Outline common assessment protocol and expectations using data and TEKS.	AP and I-coach	Common assessment/lesson plan protocols, common assessments, lesson plans			
4) Work with teams to define professionalism and collegiality and how those terms relate to a professional learning community.	AP and I-coach	Success collaborative teams and professionalism/collegiality outline.			
5) Provide district-level staff development for ELA teachers to participate in Residencies (Author's Purpose, Readers & Writers Workshop, and Memoir, Expository Text, and Persuasive	AP & I-Coach	Number of teachers who attended residencies and implementation of strategies			
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Goal 4: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Summative Evaluation: All strategies will be implemented.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE, G/T, LEP, Safe & Drug-Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.	Principal Assistant Principal I-Coach	STAAR Data Campus Surveys Benchmark Data			
2) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (SBMS teachers meet with members of the ILT to update and monitor accelerated instruction plans. Teachers are required to keep accurate SSI documentation which specifies interventions for struggling students.)	Assistant Principal I-Coach	SSI Paperwork STAAR Data Benchmark Data Report Cards			
3) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State ofTexas Assessment of Academic Readiness(STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.	I-Coach Campus Librarian Campus E-Trainer	Lesson Plans documenting technology integration Staff development agendas/sign-in sheets			
4) Promote parent and community involvement in drug and violence prevention programs/ activities. PTA Meetings Communities In Schools Parent Meetings Rachel's Challenge Community Night	Principal Counselors Librarian CIS Project Manager	Agenda/Sign-In Sheets			

5) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic Rachel's Challenge Staff Training (Anti-bullying) SBMS CSHAC committee meets on a consistent basis to address health related needs Character in Action Committee (Anti-bullying)	Rachel's Challenge Committee Character in Action Committee	Staff development agendas Faculty meeting agendas			
6) SPECIAL EDUCATION - *Monitor LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. *Evaluate campus LRE ratio. (The Campus IEP Specialist serves as a valuable member of the ILT. The Campus IEP Specialist is involved in building the master schedule with the ILT. SPED teachers are involved in department meetings, instructional planning days, and data analysis conferences. SPED teachers minotor a case load of students. SBMS incorporates the in-class support model to ensure full continuum of support.)	Principal Campus IEP Specialist	ARD meetings Progress reports/report cards			
7) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Co-teachers monitor the academic progress of students during each 9-week grading period. Each co-teacher has a case load of students to mentor and provide support for.)	Principal Campus IEP specialist Co-teachers	STAAR Data Progress reports/report cards			

8) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (The Campus IEP Specialist in an integral part of the ILT. The Campus IEP Specialist collaborates with administrators, counseling team, and teachers to ensure training and timelines are implemented.)	Principal Campus IEP Specialist	Faculty Meeting agendas ARD documentation Staff development agendas			
9) STATE COMP ED - Provide supplemental At-Risk serviceslsupport in the content areas: * Language Arts * Math * Science * Social Studies * LEP (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)					
10) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials After-school extended day	Assistant Principal I-coach ESL DC	Faculty meeting agendas Staff development meeting agendas Planning meetings Campus data (report cards, progress reports, TELPAS rating data)			
Summer School Computer assisted instruction includes: Compass,, Larsens Math, Fast Math, etc... (The I-coach, ESL administrator, and ESL DC works with teaching staff to develop protocols for data conferences, bridging gaps, planning meetings, and staff development opportunities. This team also works with the Teaching & Learning Department to provide training on a variety of training topics: ESL sheltered strategies, TELPAS, data analysis, etc.)	Funding Sources: 199 - General Fund: SCE - $2940.00				
11) CAMPUS VOLUNTEER/PARTNERSHIP - Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships. (The CIS Project Manager will keep a spreadsheet of volunteer partnerships. The counseling team will work with the SBISD Community Relations Department to recruit and train mentor volunteers. The SBMS PTA will recruit parent volunteers to assist with delivering the Junior Achievement curriculum. The SBMS administrative team will recognize volunteers at an end-of-year breakfast.)	CIS Project Manager Counseling Department Principal	Sing-In Sheets Volunteer Spreadsheet			

12) TITLE II, A - Provide professional development that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (The SBMS ILT will work with the Teaching & Learning Department, Special Education Department, and Accountability & Research Department to provide on-going staff development for co-teach training, DDI, vertical alignment, common assessment/TEKS dissection, ESL sheltered instruction strategies, and small group instruction. Early release days, planning meetings, and staff development days will be used to offer the above mentioned trainings.)	Principal I-Coach	Agendas Observations/ walk throughs Lesson Plans			
13) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. (The SBMS ILT will work with the Teaching and Learning Department to ensures staff development opportunities are aligned with DDI, technology, and differentiation.)	Principal Assistant Principals I-Coach	Agendas Lesson Plans Observation/walk throughs			
14) Provide support for new teachers with ongoing mentoring and planning with certified staff. (SBMS offers a New Teacher Staff Development Program. New teachers receive training at the August campus orientation, are paired with an experienced mentor, and meet on a monthly basis.)	Principal HR Department	Agendas Sign-in sheets			
15) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on the campus webiste. ((Multiple opportunities to attend job fairs in-state and out-of-state were provided by the HR Department. The principal works with the HR Department to recruit highly-qualified teachers for the campus. The campus works with UH to host pre-service teacher visits to observe classrooms.)	Principal Assistant Principal I-Coach	Agendas Interviews Job Postings Candidate Selection			

16) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Monthly opportunities are provided for all stakeholders to collaborate, plan, and implement timely campus staff development sessions. Monthly CIT/PTA meetings are held to receive input.)	Principal I-Coach	Meeting agendas Staff Development agendas			
17) Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction. (The nurse, counselors, and administators join forces to assist any student in this situation. We also receive District support in this area.)	Principal Nurse Counseling Team CIS	Service logs			
18) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. (SBMS and the Advance Academic Studies Department communicate GT opportunities available for teachers provided by the district.)	Campus GT Coordinator Principal	Staff development service records GT staff development log			
19) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. (GT teachers are required to attend and maintain required professional development requirements to stay abreast of best practices for meeting the needs of GT students. The campus GT contact will provide information regarding available GT professional development opportunities.)	GT Campus Contact Advanced Academic Studies GT Teachers	Staff development service records			

20) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing, and nomination of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. (SBMS presented GT information to our incoming 6th grade parent community at our 6th Grade Transition Meeting. Our campus GT Coordinator conducted the annual screening of potential GT students following district procedures. The GT coordinator communicated information regarding the process in the PTA e-blast newsletter.)	Principal Counselors Advanced Academic Studies	GT District timeline Number of students tested/selected Transition Parent Meeting Agenda			
21) COORDINATED SCHOOL HEALTH (CSH) and CIP: Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey The C-SHAC meets on a consistent basis to identify focus areas for the campus. This year the C-SHAC team hosted a Family Health Night during the Back to School Night and a student C-SHAC team has been developed.	Assistant Principal Nurse	Surveys Health Night with community volunteers Meeting agendas			
22) Review and revisit both the Home/School Compact and Parental Involvement Policy: *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)	N/A	N/A			

| 23) Increase parent attendance at Title I Annual Meeting to share:
*standards and goals
*parents' rights'
*curriculum
*School Report Card
*Title I participation
*Offer a flexible number of meetings.

(The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.) | N/A | N/A | | | |

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State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	2	Provide training for teachers on using the ELPS Linguistic Instructional Alignment allowing teachers to see the connections between the ELPS, College and Career Readiness (CCRS), TELPAS Proficiency Level Descriptors, and linguistic accommodations.
2	1	3	Create and implement a tracking chart/system for knowing who my LEP students are, what is their current level for each individual language proficiency rating in each designated domain.
2	1	4	Create a standard rubric/walk through form which targets and measure specific instructional strategies.
2	1	5	Select ELL Beginner teacher; strengthen capacity in ELL Beginner teacher to provide good foundation for Newcomer students; strengthen capacity to support language development for all ELL students in core classes.

Campus Funding Summary

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	10	At-Risk		$2,940.00
				Sub-Total	$2,940.00
				Grand Total	$2,940.00