

Spring Branch Independent School District

Spring Branch Middle School

2021-2022 Campus Improvement Plan



Mission Statement

Our mission is to provide the building blocks for students to attain:

Success Beyond Middle School

Vision

SBMS will be a learning community that values differences and encourages high achievement in ALL students towards T-2-4 success.

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

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

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

Enrollment: Approximately 1114 students enrolled

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

Feeder High Schools: MHS and SWHS

Demographics Strengths

Diversity is our greatest strength- we are able to leverage the strengths and resources of our population to serve our own school through our Bears for Bears Initiative. Our enrollment numbers also help provide us staffing that enables us to implement a wide range of electives.

Problem Statements Identifying Demographics Needs

Problem Statement 1: SBMS is a diverse learning environment with its own inherent strengths and challenges. **Root Cause:** Portions of our population have significant economic and learning needs while some of our population could benefit from working with diverse populations.

Student Learning

Student Learning Summary

Below is the data from STAAR comparing 2019 to 2021. While we recognize that last year was gravely impacted by a pandemic, our goal was to work to ensure the least academic impact was made on kids, regardless of instructional model. While numbers fell between the previous years at all levels, we did see some increases at the masters level for Math and Science.

MASTERS	All Subjects	Reading	Math	Writing	Science	Social Studies
2021	32%	29%	36%	21%	39%	31%
2019	33%	36%	30%	27%	36%	33%



MEETS	All Subjects	Reading	Math	Writing	Science	Social Studies
2021	53%	51%	57%	47%	58%	48%
2019	59%	58%	66%	54%	57%	53%

APPROACHES	All Subjects	Reading	Math	Writing	Science	Social Studies
2021	75%	74%	77%	70%	77%	74%
2019	82%	81%	85%	75%	84%	75%

Targeted Improvement Program (TIP)

SBMS is a TIP school-

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

Our TIP area:

- Economically Disadvantaged Student Group (2%)

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

Student Learning Strengths

MASTERS	All Subjects	Reading	Math	Writing	Science	Social Studies
2021	32%	29%	36%	21%	39%	31%
2019	33%	36%	30%	27%	36%	33%





MEETS	All Subjects	Reading	Math	Writing	Science	Social Studies
2021	53%	51%	57%	47%	58%	48%
2019	59%	58%	66%	54%	57%	53%

APPROACHES	All Subjects	Reading	Math	Writing	Science	Social Studies
2021	75%	74%	77%	70%	77%	74%
2019	82%	81%	85%	75%	84%	75%

Our student achievement scores fell about 7-8% in areas, but we were worried about larger losses. We saw two improvement areas at the masters level of Math and Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All students at SBMS need to perform at high levels. **Root Cause:** We must look at every student's performance level and aim to push them to the next.

School Processes & Programs

School Processes & Programs Summary

Overview: SBMS is a comprehensive middle school that runs a seven period day plus an advisory each day (Bear Pride Time). Advisory content includes: Preparation for the week, review of grades and missing assignments, character education programming, study hall and community circle discussions. Our programs are: GT, Advanced Academic, and Academic Courses. Over the past few years, we have expanded our elective options to include: band, orchestra, yearbook, newspaper, art I, art II, art III, speech, theater, a few CTE courses, choir and technology applications.

Composition of Administration and Teams: We have three assistant principals who are paired with counselors who matriculate with the children. We have a few processes that monitor student needs and designate support- Counseling/Administrative Team Meetings, Student Support Meetings, Instructional Leadership Team Meetings and Interventionists who serve the needs of our students. Content and grade level teams plan together to align content across like courses and ensure all students receive a guaranteed and viable curriculum. We do this work, both planning and data disaggregation, through Professional Learning Communities. We have a DC team comprised of representatives of each of our departments who truly lead the school and help problem solve things as they develop through the year.

Recruitment and Support of Personnel: Teachers are provided adequate instructional supplies, supportive planning structures and input to providing feedback on decisions that pertain to their work at SBMS. Teachers are involved in site based decision making committees and assist with developing the focuses of the school year. Staff are provided an opportunity to be involved in the recruitment and hiring of new staff to develop strong teams at SBMS and encourage retention.

School Processes & Programs Strengths

Our DC team represents our different departments on campus and is truly dynamic and open. They provide ongoing feedback to address student and staff needs and offer solutions as we work through the school year. Our counselors and administrators work very hard to support our teachers, and our students and their families.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited time is an issue for meeting with teacher teams this year. **Root Cause:** COVID safety precautions have created some limitations that we must work around to provide meeting time for teams.

Perceptions

Perceptions Summary

School Belonging

How much students feel that they are valued members of the school community.

38%

▼ 3

since last survey

41%

Middle

37%

SBISD

School Climate

Perceptions of the overall social and learning climate of the school.

47%

▲ 6

since last survey

53%

Middle

51%

SBISD

School Engagement

How attentive and invested students are in school.

30%

▼ 1

since last survey

33%

Middle

31%

SBISD

School Rigorous Expectations

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

60%

0

since last survey

66%

Middle

61%

SBISD

School Safety

Perceptions of student physical and psychological safety at school.

52%

▲ 2

since last survey

60%

Middle

64%

SBISD

School Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

50%
0
since last survey

55% Middle
50% SBISD

Perceptions Strengths

Feedback, in relationship to our most recent survey, indicated appreciation for teachers' efforts to be consistent and clear in the work they designed and presented on our learning management system, teacher communication practices, the organization and communication practices of the leadership of SBMS and families feeling welcome on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: COVID has changed the manner in which we interact with families and students. **Root Cause:** COVID 19 has required two different models of instruction and serious safety precautions.

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

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


2020-21: Reading: 74% (approaches), 49% (meets), 28% (masters); Math: 71% (approaches), 50% (meets), 29% (masters)




2019-20: Not Rated due to COVID






2018-19: Reading: 81% (approaches), 58% (meets), 36% (masters); Math: 85% (approaches), 66% (meets), 30% (masters)

2017-18: Reading: 82% (approaches), 55% (meets), 35% (masters); Math: 84% (approaches), 58% (meets), 25% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Each content team will be provided additional planning time to ensure that pathways are created for each unit of study. By doing so, we can ensure appropriate challenge and rigor is in place to maximize student learning. Strategy's Expected Result/Impact: Students in all programs will receive appropriate levels of instruction and preparation for the next year's work as measured by multiple measures. Staff Responsible for Monitoring: MCL Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Funding Sources: Summer Planning - 211 - Title I, Part A - 6116 - \$10,000, Substitutes for Planning - 211 - Title I, Part A - 6112 - \$10,000, Sub Coverage - 199 PIC 11 - Instructional Services - 6112 - \$10,000, Instructional Supplies - 199 PIC 11 - Instructional Services - 6399 - \$8,000	Formative		
	Oct	Jan	Apr
	 35%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide instructional materials, supplies and resources for all academic departments, including Stemscores and books for our Literacy Library. Provide Reading A to Z to EL Learners. Strategy's Expected Result/Impact: SBMS Teachers will have adequate materials, supplies, and resources to meet the academic needs of students. Staff Responsible for Monitoring: Administrators DCs Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Software for Reading A to Z - 211 - Title I, Part A - 211.11.6397 - \$12,100, Instructional Supplies - 199 PIC 23 - Special Education - 6399 - \$1,360, Other Reading Materials - 199 PIC 11 - Instructional Services - 6239 - \$3,000, Career and Tech Supplies - 199 PIC 22 - Career & Technology - 6399 - \$1,515, Tech Equipment - 199 PIC 11 - Instructional Services - 6398 - \$15,000, Instructional Technology - 211 - Title I, Part A - 6398 - \$11,504, Books for Literacy Library - 211 - Title I, Part A - 6329 - \$8,000, Instructional Supplies - 199 PIC 99 - Undistributed - 6399 - \$22,060	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: After School Tutoring will be provided to students in need of extra intervention in core academic areas. Strategy's Expected Result/Impact: Students will demonstrate growth in multiple measures. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Supplies - 199 PIC 11 - Instructional Services - 6399 - \$23,336, Tutoring Supplemental Pay - 211 - Title I, Part A - 6116 - \$10,000, Tutoring Supplemental Pay - 199 PIC 11 - Instructional Services - 6116 - \$6,500	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide books to students for summer reading Strategy's Expected Result/Impact: Students engaged in meaningful text this summer. Staff Responsible for Monitoring: Administrators Language Arts Team MCL Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Books - 199 PIC 11 - Instructional Services - 6329 - \$1,500	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide translation services and translated materials to families of our students in their native language, when needed. Strategy's Expected Result/Impact: Effective Communication between home and school Staff Responsible for Monitoring: Administrators, Counselors	Formative		
	Oct	Jan	Apr

Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Translation Services - 211 - Title I, Part A - 211 61 6299 - \$5,277			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

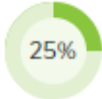
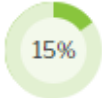




Goal 1: STUDENT ACHIEVEMENT. Every Spring Branch Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2022, Spring Branch Middle School will increase overall performance on STAAR Grades 6-8 exams to narrow the gap or improve performance above the target by at least 5% between EL students and non EL students while all performance improves.

2020-21: English Learners 17%; non-English Learners 62%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
Strategy 1: Work with CIS and our nurse to identify needs of our students and meet resource needs of our campus. Strategy's Expected Result/Impact: Ensure students have what they need to fit in, feel comfortable and be successful at SBMS. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5, 3.1, 3.2 Funding Sources: Parent and Family Engagement Supplies - 211 - Title I, Part A - 6499 - \$2,157, Instructional Supplies - 199 PIC 11 - Instructional Services - 6399	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure professional learning on strong instructional and planning practices are in place for teachers and administrators. Staff Responsible for Monitoring: Administrators CIT Department Chairs Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Reading Materials for Professionals - 211 - Title I, Part A - 6329 - \$2,000, Contracted Services - 211 - Title I, Part A - 6239 - \$2,000	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: STUDENT GROWTH: By June 2022, Spring Branch Middle School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (6-8) increase by 3 points, Math (6-8) increase by 8 points.



2020-21: Reading -49% met CGI; Math -80% met CGI







2019-20: Not Rated due to COVID

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Additional training for analyzing MAP and assigning MAP skills will be provided to core content teachers so they may use the data garnered to close student gaps. Strategy's Expected Result/Impact: Students will meet and exceed growth expectations. Staff Responsible for Monitoring: Assistant Principals Principals	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: An intervention team at SBMS will design intervention for students in need. Students will receive small group direct intervention, study skills lessons and time on adaptive software in reading and writing. A CAIS position staff member will help with identifying students and monitoring progress. Strategy's Expected Result/Impact: Students identified as at risk or needing intervention will be provided assistance in reading and math. Staff Responsible for Monitoring: CAIS and Intervention Specialist Assistant Principals Principals Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: CAIS and Interventionist Salaries - 211 - Title I, Part A - 6119 - \$139,692, Intervention Materials - 199 PIC 30 - At Risk School Wide SCE - \$10,575	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure that students identified as English Learners at the beginning or intermediate stages of English language acquisition receive support in English language development. Strategy's Expected Result/Impact: Students identified as English Learners will demonstrate growth on TELPAS and on multiple measures. Staff Responsible for Monitoring: ESL Teacher Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Supplies - 199 PIC 25 - ESL/Bilingual - 6399 - \$6,600	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: SBMS teachers will plan units of instruction with pre, mid-course and post assessments to determine student needs as they teach. Students will also use data trackers so they are aware of their data and make plans for themselves, too. Strategy's Expected Result/Impact: Teachers and students will be able to track data, make mid-course adjustments and close gaps as they teach. Staff Responsible for Monitoring: Department Chairs Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Fall 2021: 825 students enrolled in one or more advanced courses
Fall 2020: 686 students enrolled in one or more advanced courses
Fall 2019: 650 students enrolled in one or more advanced courses

Evaluation Data Sources: Skyward Course Enrollment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: [Add Strategies]	Formative		
	Oct	Jan	Apr
	<div><div></div></div> 50%		
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✖</div>Discontinue</div>			

Goal 1: STUDENT ACHIEVEMENT. Every Spring Branch 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 $\geq 80\%$.

2020-21: TELPAS Progress Rate 36%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details		Formative Reviews		
Strategy 1: [Add Strategies]		Formative		
		Oct	Jan	Apr
		<div><div></div><div>10%</div></div>		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

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

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Spring Branch Middle School students who feel connected as both individuals and learners will increase by at least 4 points.



2020-21: 52% School Safety; 38% School Belonging






2019-20: Not Rated due to COVID

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

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

Evaluation Data Sources: Panorama Student Survey









Strategy 1 Details	Formative Reviews		
Strategy 1: Additional Electives meant to engage student curiosity, honor student interest and connect them to SBMS will be offered: Journalism, Yearbook , Broadcast, and Technology Applications. Publications of these courses will be designed to engage students not even enrolled in the class (newspaper, KSBMS broadcasts) Strategy's Expected Result/Impact: An increase in school connectedness and sense of feeling safe will be observed on our Panorama survey. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Newspaper Printing - 211 - Title I, Part A - \$3,000, Instructional Supplies - 199 PIC 99 - Undistributed - \$2,500	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provision of both study hall and an advisory time will offer teachers an opportunity to meet the SEL needs of our students, teach students how to monitor their own progress, and build relationships with one another. Strategy's Expected Result/Impact: Students will demonstrate an increase in school connectedness and feedback from staff will indicate that we are meeting the needs of our students as demonstrated by their organizational skills. Staff Responsible for Monitoring: Department Chairs Counselors Teachers Administrators	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: We will host three Choices seminar based on parent and staff feedback. Topics include Crimestoppers and issues of the day thus far. Strategy's Expected Result/Impact: Students and families will receive timely information in relationship to this maturational	Formative		
	Oct	Jan	Apr

stage. Staff Responsible for Monitoring: Administrators PTA			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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

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









Evaluation Data Sources: Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will build soft skills to enhance their secondary and post-secondary opportunities. Strategy's Expected Result/Impact: Students will obtain higher scores on the Panorama SEL Skills Survey. Staff Responsible for Monitoring: Administrators Counselors Teachers	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: Administrator Counselor	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Through the implementation of Character Strong, students will become more socially aware of how their actions and decisions impact others. Strategy's Expected Result/Impact: Decrease in discipline incidents. Staff Responsible for Monitoring: Administrators Counselors Teachers	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will learn and adopt executive functioning, study habit and organizational skills in order to plan and manage completion of their assignments, acceptance of feedback and data tracking. Students will use planners to manage and plan their learning. Parent training around the use of these planners will occur, as well. Strategy's Expected Result/Impact: Decrease of missing assignments, reduced stress of students and increased locus of control Staff Responsible for Monitoring: Teachers, Administrators, Counselors Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 Funding Sources: 211.11.6399 - 211 - Title I, Part A - 6399	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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







Evaluation Data Sources: 4-Year Plan
Endorsement Selection Form

Strategy 1 Details	Formative Reviews		
Strategy 1: 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity. Staff Responsible for Monitoring: Administrators Counselors	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will 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	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will 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	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will 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	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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







Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times/year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators	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	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





Evaluation Data Sources: Campus emergency operation procedures documents

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant	Formative		
	Oct	Jan	Apr
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sam Whittenton	Campus Assessment and Instructional Spec		

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Sub Coverage	6112	\$10,000.00
1	1	1	Instructional Supplies	6399	\$8,000.00
1	1	2	Other Reading Materials	6239	\$3,000.00
1	1	2	Tech Equipment	6398	\$15,000.00
1	1	3	Instructional Supplies	6399	\$23,336.00
1	1	3	Tutoring Supplemental Pay	6116	\$6,500.00
1	1	4	Books	6329	\$1,500.00
1	2	1	Instructional Supplies	6399	\$0.00
Sub-Total					\$67,336.00
Budgeted Fund Source Amount					\$67,336.00
+/- Difference					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Career and Tech Supplies	6399	\$1,515.00
Sub-Total					\$1,515.00
Budgeted Fund Source Amount					\$1,515.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies	6399	\$1,360.00
Sub-Total					\$1,360.00
Budgeted Fund Source Amount					\$1,360.00
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Instructional Supplies	6399	\$6,600.00
Sub-Total					\$6,600.00
Budgeted Fund Source Amount					\$6,600.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Intervention Materials		\$10,575.00
Sub-Total					\$10,575.00
Budgeted Fund Source Amount					\$10,575.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies	6399	\$22,060.00
2	1	1	Instructional Supplies		\$2,500.00
Sub-Total					\$24,560.00
Budgeted Fund Source Amount					\$24,560.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Summer Planning	6116	\$10,000.00
1	1	1	Substitutes for Planning	6112	\$10,000.00
1	1	2	Software for Reading A to Z	211.11.6397	\$12,100.00
1	1	2	Instructional Technology	6398	\$11,504.00
1	1	2	Books for Literacy Library	6329	\$8,000.00
1	1	3	Tutoring Supplemental Pay	6116	\$10,000.00
1	1	5	Translation Services	211 61 6299	\$5,277.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Parent and Family Engagement Supplies	6499	\$2,157.00
1	2	2	Reading Materials for Professionals	6329	\$2,000.00
1	2	2	Contracted Services	6239	\$2,000.00
1	3	2	CAIS and Interventionist Salaries	6119	\$139,692.00
2	1	1	Newspaper Printing		\$3,000.00
2	2	4	211.11.6399	6399	\$0.00
Sub-Total					\$215,730.00
Budgeted Fund Source Amount					\$215,730.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$115,000.00
+/- Difference					\$115,000.00
Grand Total					\$327,676.00

Addendums