

Comal Independent School District
Spring Branch Middle
2018-2019 Campus Improvement Plan



Mission Statement

The **MISSION** of **SPRING BRANCH MIDDLE SCHOOL** is to prepare **ALL** of our **STUDENTS** for the ninth grade.

Vision

The **VISION** of **SPRING BRANCH MIDDLE SCHOOL** is that **EVERY STUDENT** will have a positive experience during their middle school years and will be prepared for the ninth grade.

Culture and Commitments

Culture and Commitments

Learn and perform your job with high expectations.

Deliver exceptional customer service.

Work for the team.

Own our student performance.

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Comprehensive Needs Assessment

Revised/Approved: September 25, 2018

Demographics

Demographics Summary

Spring Branch Middle School, Home of the Wranglers, is located approximately 22 miles north of San Antonio, Texas. Spring Branch Middle School is a part of the Comal ISD, which is one of the fastest growing school districts in the state of Texas. Although the student population of the CISD continues to grow, the student population of SBMS has been reduced by approximately 50% due to the opening of a new middle school in the Smithson Valley High School feeder pattern. Projected enrollment for the 2018-19 school year will be approximately 563 students in 6th, 7th and 8th grades. The most recent demographic breakdowns are as follows: 52.5% White, 41.2% Hispanic, 1.6% African American, 1.6% Asian, 2.7% Two or More Races and 2.2% other. In terms of student enrollment, 20.1% of our students are considered to be economically disadvantaged, 7.9% are English Language Learners and 12.5% of our students receive special education services.

Demographics Strengths

The demographic breakdown of Spring Branch Middle School can be seen as a reflection of the community we serve. Students come from a variety of backgrounds and experiences. This variety of backgrounds provides our students an opportunity to gain the life skill of working collaboratively with people with different backgrounds and experiences.

Student Achievement

Student Achievement Summary

2018 Accountability Rating Overall Summary Spring Branch Middle School

	Component Score	Scaled Score	Rating
Overall Scaled Score		94	Met Standard
Student Achievement		91	Met Standard
STAAR Performance	65	91	
School Progress		85	Met Standard
Academic Growth	76	85	Met Standard
Relative Performance	65	80	Met Standard
Closing the Gaps	100	100	Met Standard

Distinction Designations Earned

- Science
- Comparative Academic Growth
- Comparative Closing the Gaps

School Culture and Climate

School Culture and Climate Summary

The **VISION** of **SPRING BRANCH MIDDLE SCHOOL** is that **EVERY STUDENT** will have a positive experience during their middle school years and will be prepared for the ninth grade.

The **MISSION** of **SPRING BRANCH MIDDLE SCHOOL** is to prepare **ALL** of our **STUDENTS** for the ninth grade.

It is our **BELIEF** that **TEACHERS, STAFF, STUDENTS** and **OUR COMMUNITY** must work cohesively to create a positive middle school experience for **ALL STUDENTS**.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- 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

- Response to Intervention (RtI) student achievement data
- Dyslexia 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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



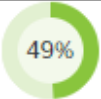

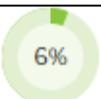
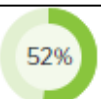
Strategic Priorities



Strategic Priority 1: Maximize academic performance.

Performance Objective 1: Students Meeting Growth Targets: Based on the 2018 STAAR in reading and math, 76% of our students met the growth targets, as determined by the state. Our goal for 2018-19, will be 83% or more of our students meeting the growth targets for reading and math.

Evaluation Data Source(s) 1: Campus Common Unit Tests
District Common Assessments
STAAR Results

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
<p>Targeted Support Strategy 1) Teachers will maximize instructional time in all classrooms. Teachers will communicate the lesson objectives through lesson framing. Lessons will be aligned to TEKS, CISD Unit Maps and Year at a Glance.</p>	2.4, 2.5, 2.6	Teachers Administration CIC	Students will show growth in content areas as a result of quality instruction.				
<p>Targeted Support Strategy 2) Data will be used to guide instruction. All teachers will attend Analytics Meeting in August to analyze performance results from previous year(s).</p>	2.4, 2.5, 2.6	Teachers Administration CIC	Students will demonstrate growth based on assessment data.				
<p>Targeted Support Strategy 3) Students will be identified and small groups will be established for intervention groups during Focus Time on Tuesdays and Thursday. During this time, interventions will focus on growth as well as achievement.</p>	2.4, 2.5, 2.6	Teachers Administration CIC	Students in need of support will be provided small group instruction to address specific areas of need in terms of achievement and growth.				

<p>Targeted Support Strategy</p> <p>4) Collaborative Team Cycle (CTC) Meetings. Teachers will collaborate as grade level and departments to plan quality instruction on a regular bases. Collaboration will take place at the campus and District level. Data will be collected, analyzed and used to guide instruction throughout the year. (Data Sources include: STAAR results, MAP screener, District Common Assessment and Campus Common Assessment).</p>	2.4, 2.5, 2.6	Instructional Team Leader Teachers CIC Administration	Teacher will provide quality instruction that is aligned to District Unit Maps, Year at a Glance and used data to help guide this instruction.				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue








Strategic Priority 1: Maximize academic performance.

Performance Objective 2: Closing the Gap: Based on 2018 STAAR reading data, 71% of our students were approaching or better on the reading STAAR and 67% of our special education students were approaching or better. In math, 81% of our students were approaching or better in math, but only 70% of our special education students were approaching or better. Our goal for 2018-19 is to close the reading gap completely and to improve the math gap by 5% or more.

Evaluation Data Source(s) 2: Campus Common Unit Tests
District Common Assessments
STAAR Results

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
<p>Targeted Support Strategy</p> <p>1) All students being served through special education will be identified by teachers who serve as the teacher of record. Teacher will use documentation to ensure Individual Educational Plans (IEPs) are being followed and testing accommodations are being provided. Teachers will attend and/or provide data for Admission, Review and Dismissal Meetings (ARD). General education teachers will work collaboratively with special education teacher to provide support to student being served through special education.</p>	2.4, 2.5, 2.6	Teachers Case Managers Administration	Teachers will be able to ensure IEPs are being implemented in classroom and provide necessary support for these students to be successful.				
<p>Targeted Support Strategy</p> <p>2) Master Schedule will be designed to provide additional support for students served through special education. (Resource ELA and math, inclusion support, Read 180)</p>	2.4, 2.5, 2.6	Counselor Principal Special Ed. ITL	IEPs will be implements and students will be provided with additional support.				
<p>Targeted Support Strategy</p> <p>3) Data on special education students will be collect and analyzed to compare performance relative to students not served through special education. Collaborative Team Cycle (CTC), planning days and early release days will provide time for teachers to analyze data.</p>	2.4, 2.5, 2.6	Teachers CIC Administration	The performance gap between special education students non-special education students will be monitored.				

4) Focus Time Intervention: Spring Branch Middle School will provide intervention time two days a week (Tuesday and Thursday). This time is called Focus Time. Students, including those served through special education, will be pulled for small group intervention during Focus Time.	2.4, 2.5, 2.6	Teachers CIC Administration Case Managers	Students will attend Focus Time tutorials as needed based on current assessment data.				
5) Professional development with a focus on supporting special education students will be made available to teachers. (Paula Kluth and Lunch Learn hosted by Special Education Department).	2.4, 2.5, 2.6	Selected special education teachers CIC	Teacher will attend professional development opportunities.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Strategic Priority 1: Maximize academic performance.

Performance Objective 3: Improve Writing Scores: Seventh Grade Writing scores will increase by at least 5%.

Evaluation Data Source(s) 3: Campus Common Unit Tests
 District Common Assessments
 STAAR Results

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) Campus will require the use of the CISD Reflect and Connect process in all content areas. Reflect and Connect Sentence Stems posters will be given to all teachers, posted in classrooms and used frequently as a part of the learning process.	2.4, 2.5, 2.6	Teachers Administration CIC	Frequency of students writing in all content areas will increase. Teacher will be asked to provided evidence of the use of Reflect and Connect as a part of the T-TESS post conference or T-TESS End of Year Conference.				
Targeted Support Strategy 2) WICOR AVID strategies will be used in classrooms to help students improve writing skills.	2.4, 2.5, 2.6	Teachers Administration CIC	WICOR strategies will be used in classrooms across content areas.				
Targeted Support Strategy 3) Campus and District Writing assessments will be used to assess and monitor student writing proficiency.	2.4, 2.5, 2.6	ELA Teachers CIC	Writing data will be collected.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Strategic Priority 1: Maximize academic performance.

Performance Objective 4: Social Studies Score: Eighth Grade Social Studies Scores will increase by at least 5%.

Evaluation Data Source(s) 4: STAAR Results

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) Social Studies will use common assessments across grade levels to monitor progress and measure skills needed to be successful on 8th grade STAAR.	2.4, 2.5, 2.6	SS Teachers CIC	Assessment data will be collected, analyzed and used to guide instruction.				
Targeted Support Strategy 2) Social Studies teachers will use a vertically aligned suite of essential skills into Social Studies curriculum created by the District.	2.4, 2.5, 2.6	SS Teachers CIC	Essential skills will be embedded into lesson plans.				
3) Social Studies teachers will use rubric to measure specific essential skills embedded into Social Studies curriculum that will be created by the District.	2.4, 2.5, 2.6	SS Teachers CIC	Rubric				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Strategic Priority 2: Prepare classrooms and facilities for learning.

Performance Objective 1: Maintenance and Evaluation of Operational Systems of School by Operational Leadership Team (OLT).

Evaluation Data Source(s) 1: Regularly scheduled meetings with Operational Leadership Team

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) Operational Leadership Team (OLT) will be established and will meet on a regular basis to address operational issues and maximize the effectiveness of the systems and structures that have been established.	2.4, 2.5, 2.6	Principal Assistant Principal OLT Leaders	Operational issues will be discussed, addressed and improved based on the OLT.				
Targeted Support Strategy 2) Assistant Principal will be assigned to address operational issues on campus.	2.4, 2.5, 2.6	Principal Assistant Principal	Operational issues will be addressed and remedied in a timely manner.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Strategic Priority 2: Prepare classrooms and facilities for learning.

Performance Objective 2: Standard Response Protocol (SRP)/Drills to be created, reviewed and performed

Evaluation Data Source(s) 2: Completing and logging all required drills

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) All required drills will be held during the 2018-19 school year.			The following drills will be held on campus during the 2018-19 school year: 10 Fires Drills (1 per month) 2 Lockout (1 per semester) 2 Lockdowns (1 per semester) 2 Shelter (1 per semester) 2 Hold (1 per semester)				
Targeted Support Strategy 2) Training on campus SRP will be completed in August with the support of the Comal County Sheriff department.	2.4, 2.5, 2.6	Principal	All staff members will be instructed on the proper procedures associate with the SRP.				
3) Safety folder will be distributed and placed in all classrooms to allow for easy access.	2.4, 2.5, 2.6	Assistant Principal	Safety folders will be visible in all classrooms.				
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Strategic Priority 2: Prepare classrooms and facilities for learning.

Performance Objective 3: Cafeteria Service Project Established

Evaluation Data Source(s) 3: Schedule will be established to designate classes to clean up after lunches twice a semester for one week.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) To assist with cleaning up the cafeteria after each lunch, each 4th period class will be assigned two weeks per semester to stay after lunch and pick up any trash left behind.	2.5	Principal Assistant Principals 4th Period Teachers	Cafeteria will be clean after lunch.				
2) Students will be inform that it is their week to clean cafeteria by teachers, morning announcements and signs posted in the cafeteria.	2.5	Principal Assistant Principals	Announcements and signs will be used to help remind students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Strategic Priority 3: Embrace choice.

Performance Objective 1: Spring Branch Middle School will encourage all parents and teachers to become members of the PTA

Evaluation Data Source(s) 1: Parent participation percentage will increase and 100% of our teachers and staff will be members of PTA.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) PTA will complete a membership drive during major activities during the beginning of the school year (Schedule pickup, open house and Wrangler Round Up).	3.1	PTA Membership Chair Principal	Increase in membership percentages.				
Targeted Support Strategy 2) PTA will host several "Coffee with the principal" events to allow parent the opportunity to listen to the principal address how SBMS will fulfill the mission of preparing all students for the ninth grade	3.1	PTA President Principal	Parent will be better informed and be asked to join PTA.				
Targeted Support Strategy 3) PTA will host Family Fun Night in the spring to promote school wide engagement and celebrate the 20th anniversary of SBMS.	3.1	PTA President Principal	Parents, student and teachers will participate in the Second Annual Family Fund Night at SBMS.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Strategic Priority 3: Embrace choice.

Performance Objective 2: All students will be encouraged to participate in at least on club or organization.

Evaluation Data Source(s) 2: Student survey will be used to determine percentage of students participating in clubs and organizations.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) Survey will be created and distributed in December to identify any students who are not involved in at least one campus club, team or organizations. Students who are not involved will be identified and their feedback will be gathered to determine areas of interest.	3.1	Counselors Principals	Students who are not engaged in a club or organization will be identified.				
Targeted Support Strategy 2) A variety of clubs and organization will be offered at SBMS. (Examples included, but are not limited to: UIL academics, fine arts, athletics, Student Council, National Junior Honor Society, Cooking Club, Robotics, Photo Club, Wonder Women, Cyber Patrio, Student Council, Fellowship of Christian Athletes)	3.1	Counselors Administrators	100% of our students will be engaged in at least one club or organization				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Strategic Priority 3: Embrace choice.

Performance Objective 3: Student Interest Survey will be given to all students

Evaluation Data Source(s) 3: Complete surveys

Summative Evaluation 3: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) Student surveys will be developed and given to all students.	3.1	Counselors Administrators	All students will take survey				
2) Student interests will be explored in College and Career Readiness, Youth Leadership and AVID.							
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Strategic Priority 3: Embrace choice.

Performance Objective 4: All 8th grade students will select a high school endorsement during the spring semester.

Evaluation Data Source(s) 4: Smithson Valley High School will receive an endorsement plan for all 8th graders.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) Course selection meetings will be held during the spring semester. Parents will be invited to attend these meetings to learn about the high school course selection process and the endorsement plans offered at the high school level.	2.4, 2.5, 2.6	Counselors High School Counselors Senior Associate	All students will complete course selection sheet and enforcement plan.				
Targeted Support Strategy 2) PTA will host a meeting with the high school counselors and/or principal to inform parents on the endorsement offered at the high school.	2.4	Principal Counselors	Parents will be better informed about the endorsement plans offered at the high school level.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Strategic Priority 4: Recruit, develop, and coach talent.

Performance Objective 1: Restructuring Leadership Team: An Instructional Leadership Team (ILT) and an Operational Leadership Team (OLT) will be create to replace Department Chairs.

Evaluation Data Source(s) 1: Meetings will be held to address both instructional and operational issues related to campus.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) Instructional Leadership Team will focus on issues related to maximizing academic performance and recruit, develop and coach talent.	2.4, 2.5, 2.6	Principal Senior Associate CIC ILT Leaders	Instructional practices will improve.				
Targeted Support Strategy 2) Operational Leadership Team will focus on issues related to preparing classrooms and facilities for learning and embracing choice.	2.4, 2.5, 2.6	Principal Senior Associate CIC OLT Leadership	Non-instructional issues will be addressed in an appropriate and effective manner.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Strategic Priority 4: Recruit, develop, and coach talent.

Performance Objective 2: Professional development activities will be available to all teachers throughout the 2018-19 school year.

Evaluation Data Source(s) 2: Professional development Logs
Professional development session offered

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) Campus professional development plan will developed for August. This plan will focus on collaboration, team building, data analysis, quality instruction and systems and structures.	2.4, 2.5, 2.6	Principal Assistant Principal CIC AVID Site Team Campus Teacher Leaders	Teachers will be well prepared for the beginning of the 2018-19 school year.				
Targeted Support Strategy 2) Lunch and Learns will be held throughout the school year to provide ongoing learning opportunities for teachers. Topics will include: Writing across content areas, WICOR strategies, MAP data, reflective practices, INOVA and effective strategies for building relationships with students.	2.4, 2.5, 2.6	ILT Leaders CIC Administrators Counselors Teacher leaders	Improved instructional practices will be used in all classrooms at SBMS resulting in improved students outcomes.				
3) Professional development budget will be created and used to allow teachers to attend professional development activities.	2.4, 2.5, 2.6	Principal	Improved instructional practices will be used in all classrooms at SBMS results in improved student outcomes.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Strategic Priority 4: Recruit, develop, and coach talent.

Performance Objective 3: Administrators will use walk throughs and T-TESS process to monitor instruction and provided feedback to teachers.

Evaluation Data Source(s) 3: Walk through and observation data.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
Targeted Support Strategy 1) Campus Administrators will complete at least five (5) walk throughs per week.	2.4, 2.5, 2.6	Principal	Increased presence of administrators in classroom to help provide feedback to teachers.				
Targeted Support Strategy 2) Administrators will hold pre-conferences, complete observations and follow up with teachers during post conferences as a part of the T-TESS process.	2.4, 2.5, 2.6	Principal Assistant Principals	Walk through and T-TESS documents will be used and shared with teachers.				
PBMAS 3) Teachers will use T-TESS self reflection form to help assist with dialogue during observation post conference.	2.4, 2.5, 2.6	Principal Assistant Principal	Improved quality of conversation and feedback provided during T-TESS post conference.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

PBMAS Intervention Strategies

Strategic Priority	Objective	Strategy	Description
4	3	3	Teachers will use T-TESS self reflection form to help assist with dialogue during observation post conference.