

Spring Branch Independent School District
Spring Woods Middle School
2014-2015 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

Last year SWMS ended the year with 975 students which was an over-projection of 60 students.

Of the 975 students 88% were Hispanic, 5% African American, 5% White, 86% Economically Disadvantaged, 40% LEP, 11% Special Ed, 52% Male, 58% Female, and 29% Mobility Rate.

2013-14 Attendance Rate: 95.5. We are hoping to boost attendance with certificates, attendance recognition at semester, donors assist with incentives, year-end awards/certificates.

We have LEP assistants who go into classrooms to offer assistance as well as students come to them in their office for help. For our newcomers there is a beginners and advanced beginners class.

Pre-AP students in 2013-14 Total of 1005 students which includes the 4 content core areas, Art and Spanish.

Dual Language Program: 2013-14 Total of 22 students enrolled

2014-15 Total of 37 students enrolled

Demographics Strengths

Increase our number of students taking Pre-AP classes and continuation of our Dual Language Program into the 7th grade. We have used our Title Funds for class size reduction so our class size in Math and LA are smaller to accomodate the learning needs of our students. We also offer a new comer and advance new comer class for our LEP students.

Demographics Needs

The primary demographic need would be the SWMS LEP population. The LEP population is highly mobile. We continue to observe learning gaps in both academics and school attendance.

The unaccompanied minor population also continues to increase so the students are here without their families and do not have the same support system in place. Most do not speak any English and are not proficient in their own languages.

Student Achievement

Student Achievement Summary

Student Achievement Summary

SWMS STAAR	Total	SPED	ED	ELL
Reading	60%	57%	60%	36%
Writing	42%	54%	40%	18%
Math	74%	64%	74%	62%
Science	71%	50%	69%	41%
Soc. Studies	47%	53%	45%	25%

The areas of lowest performance are reading, writing and social studies. The SPED population did better in writing and social studies, but not as well in reading than the general population.

Student Achievement Strengths

Pre-AP Spanish – 2013-14 = Out of 42 students enrolled, 86% of students passed the EOC with a score of ‘3’ or higher. There are 28 students enrolled in 2014-15.

Pre-AP Algebra 1 – 2013-14 = 100% of students enrolled in Algebra 1 passed the STAAR EOC

50 students (16%) of the student population were enrolled in Algebra 1.

There are 48 students enrolled in Algebra 1 in 2014-15.

8th grade performance at the College Ready Level on EXPLORE has increased from 16% - 2013-14 to 18% in 2014-15. The successful completion of at least one advanced course has increased substantially from 30% TO 42%.

Student Achievement Needs

Our student performance in Reading must continue to improve so that 80% of our students are reading on grade level or above. Our student's writing performance in the 7th grade must improve from 42% to a 60%. We need to work with our LEP students to continue to improve on TELPAS to advance high and exit. A struggle is with the students who have been identified as LEP for many years and are stagnant on TELPAS. We want to continue to improve instruction for our students to achieve an 80% passing in Social Studies.

School Culture and Climate

School Culture and Climate Summary

The SWMS mission statement is visually represented throughout the school and is repeated daily on the announcements. Students and staff can recite the statement when asked. The 2012-13 school year staff collaboratively created a matrix streamlining their expectations school wide. We continued using the expectations in 2013-14 as well as this year 2014-15. Students have been taught lessons from the matrix in advisory classes over the course of the two years. Common vocabulary is used daily throughout the school. There is a common understanding that learning is our priority. We address the needs of the whole child by SOAR (Safety, Ownership, Achievement & Respect), Love and Logic, tutorials, counselor meetings with parents, mentor programs and Communities in Schools. This is evidenced by students attending tutorials and participating in mentor programs, growth in data, and an increase in extracurricular activities such as the ACE program which incorporates, reading and math skills, intermural sports and homework help. 208 students are involved in the ACE program. Athletics, band, choir, orchestra and theater arts are also offered as extracurricular activities for students to be involved in.

School Culture and Climate Strengths

SWMS has shown an increase in student extracurricular activities. 208 students have completed the ACE after school program. A variety of athletics are offered at SWMS including football, soccer, track, volleyball, basketball and cross country. For many of the sports, we have more than one team represented due to the large amounts of students participating. Approximately 300 students participate in athletic activities. Coaches monitor student grades using data sheets and work with the content teachers to tutor the students to success. PE coaches work every Monday to tie math content to athletic instruction. SWMS students also have the opportunity to participate in National Honor Society and Student council. Students involved in either of these activities are monitored by the club sponsors. Students involved are more conscious about their grades, therefore their grades are typically higher than those not involved. There are approximately 94 students involved in the variety of bands, 78 students in orchestra, 56 students in theater arts and 70 students involved in choir.

65% of our students were not assigned ISS, out of school suspension, DAEP or other off campus disciplinary placements. Many students in this category are chronic/repeat offenders. This is a slight change from 71% the previous year.

Discipline Referrals:

2013-14 - 29% referrals

2014-15 – 35% referrals

School Culture and Climate Needs

Students took a survey related to student engagement of the course of two years. Although our school's scores were significantly higher than the district scores, our school scores took a dip in 2014 when compared to those of 2013.

- Caring about students: 8 pt. decrease
- Challenging behavior: 4 pt. decrease
- Controlling lessons: 5 pt. decrease
- Clarifying students: 6 pt. decrease
- Captivating students: 8 pt. decrease
- Conferring with students: 3 pt. decrease
- Consolidating knowledge: 6 pt. decrease
- Composite score: 6 pt. decrease

Staff were surveyed at the end of the 2013-14 school year regarding school morale. The survey showed some concerns regarding staff morale. A morale committee was put into place this year to address these concerns. The committee strategies included many activities to bring the staff together both inside and outside of the school. The committee also planned 'A Week of Thanks' for the teachers where students wrote notes to their teachers as well as other teachers writing notes/comments about other teachers, random acts of kindness week and organized a STAAR Flash Mob which included all teachers. Outside of school gatherings were also organized for the staff. They also implemented an anonymous staff suggestion box.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Retention rate for 2013-14 was 73% and 2013-14 was 81%.

Staff Quality, Recruitment, and Retention Strengths

91 interviews were held to fill 17 positions. We interview potential staff members using a structured set of questions asked by an interview committee. All members are allowed to provide input on the prospective staff members. Student enrollment has increased for the 2013-14 school year and 4 positions have been added. In addition, we have a new instructional coach position, which will allow a focus on math. The interview committee consists of administrator(s), Instructional Coaches, Department Chairs, and teacher(s).

Staff Quality, Recruitment, and Retention Needs

During the 2013-14 school year 3 staff members resigned in the middle of the year due to a variety of personal reasons. Finding well qualified substitutes and replacement teachers is very challenging. The three classrooms went 6-8 weeks with substitutes before we were able to hire certified teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SWMS teachers follow the district curriculum and frameworks as well as the state TEKS. The teachers plan with the end in mind by writing all tests (unit & campus CBA's) before the units begin. All assessments are written at a higher level and are very rigorous using STAAR-like sentence stems. Teachers write comprehensive lesson plans. Small group instruction and tutorials are expected to take place daily/weekly. There is an instructional coach for each content area.

Curriculum, Instruction, and Assessment Strengths

Mandatory tutorials are offered in math and reading once a week for the year for students that show an academic need. These are in addition to teacher based tutorials. All teachers in the school are involved in supporting students through this program. All math and language arts classrooms instruct students using small group instruction daily. Social Studies and science classrooms instruct students using small groups weekly. These small groups target a specific skill that needs remediation or acceleration. Our campus has an instructional coach per subject to assist staff and students. The coaches will be visiting classes, modeling or co-teaching as needed, providing feedback to teachers, overseeing lesson planning, assisting with editing tests and periodically pulling small groups of students.

The number of 8th grade students completing Algebra or Geometry has increased from 16% to 17%.

Curriculum, Instruction, and Assessment Needs

The percentage of students in advanced math courses making an A or B has decreased slightly from 60% to 58%. SWMS would like to see the number of students taking Pre-AP classes increase. Our language arts scores have decreased so there has been a greater emphasis on those objectives throughout the year. The Math teachers were challenged with the new Math TEKS. They have worked hard to incorporate all the TEKS and still try to bring below level students up to grade level.

Family and Community Involvement

Family and Community Involvement Summary

Three families were involved on the CIT committee and were regularly involved in decision making. At the first open house, feedback cards were gathered after the Title 1 meeting. Parents can participate in ACE programs, Family Literacy Night, Coffee with the Counselors, Athletics, Band/Choir/Orchestra, Stanford parent night, Dual Language parent night, 5th grade parent night, mentor banquet including students and their families and Report Card pick-up nights. Parents also work directly with our Community in Schools.

Family and Community Involvement Strengths

208 families participate in the ACE programs. Ace offers a variety of classes for families such as Love and Logic, STAAR preparedness. 28 parents achieved commendation for participating in the Parenting series. The parents received an award alongside their child in a formal ceremony. 950 families received support from CIS. In addition to parenting classes, ESL and GED classes were offered.

Family and Community Involvement Needs

Increase Saturday visits to other campuses. (Parents and students)

Increase parent attendance and participation at Open House, Report Card Pick Up, Performances, Sporting Events, etc.

School Context and Organization

School Context and Organization Summary

School Structure: Each department has a department chair as well as our campus has an instructional leadership team comprised of an instructional coach for each of the core subjects, 4 administrators and 2 counselors. Our campus also has a positive behavior initiative support team (PBIS) to examine discipline and school expectations. This year we will have a morale and school integrity team to examine and act on the data from the OHI. The CIT committee meets 7 times a year and communicates via e-mail for any additional needs/votes as they come up.

CIP: The CIP is collaboratively written by the CIT, department heads with input from all classroom teachers. Our teachers were surveyed in April and again in May for instructional strategies that they found beneficial for learning in their classroom. They were also surveyed for practices that they would like to keep as well as keep but change and stop doing. Staff development, which was presented in 2013-14, is evaluated and rated to seek input on what type of staff development teachers feel is needed for the next year to increase student learning.

Our monthly faculty are devoted to staff development. Monday Hawk Huddles are set aside for data digs and staff development as well. Teachers have a daily common planning time for each content area and a horizontal meeting once a month. As the teachers meet daily with their department chair and instructional coach there is open conversation as to what is working or not and the suggestions are taken back to the instructional leadership team. The master schedule maximizes the amount SWMS is teaching expectation is bell to bell and is monitored by administrators and instructional coaches.

School Context and Organization Strengths

See above...Summary

School Context and Organization Needs

See above... Summary

Technology

Technology Summary

SWMS has a variety of technology available for students and staff members. Our campus teachers are expected to integrate technology into the instructional process. Technology is used in a variety of manners including, stations, presentations, video clips for instructional purposes, Edmodo, and peer to peer teaching. All use of technology is previewed and monitored by the teachers. Technology is available for students in the library before and after school. Our campus E-trainer works to develop teachers, so their usage of available technology is purposeful and integrated into the curriculum. Goals are written with teachers to increase student usage, not just teacher usage.

Technology Strengths

ActivBoards are available in all classrooms and the library. The majority of the classrooms also have portable laptops and iPad/iPods for student use. Classrooms that do not have access to these 100% of the time in their classrooms are allowed access to multiple types of technology by checking them out through the library. Students/teachers also have access to a computer lab. Principles of Art/AV/Communication class has been added as an elective during the 2014-15 school year. This class will allow students to use several computer applications and Web 2.0 resources, students are introduced to technology careers including Digital Imaging and Photography, Animation, Graphic Design, Audio Engineering, Video Production and Fashion Design. Through team and individual projects based on these careers, students improve their communication, interpersonal, and presentation skills. Students will also create and maintain a website as an online portfolio of their work. Currently, there are 142 students enrolled in this class.

Technology Needs

Many of our students do not have internet access at home. Some families that do have internet access, do not want to use their data for school work.

Comprehensive Needs Assessment Data Documentation

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






Goals

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 1: Faculty and staff will build relationships with all students and know each student as a learner and differentiate instruction to endure that all students meet standards.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Continue to support students who had difficulty on math and reading STAAR through math and reading interventions.</p> <p>Extended double block math and reading classes-88 minutes every day.</p> <p>After school focus on math and reading in the ACE program.</p> <p>Reduced size in math and language arts classes.</p> <p>Reading and Writing Across the Curriculum as a campus focus in all subjects.</p> <p>All teachers will identify their ELL students in classroom to make sure they call on them to respond daily.</p> <p>MPR microphone speaker set for large student and group classes- test review, lessons, and classrooms discussions.</p>	1, 8	Counselors, principals, iCoach, math and LA interventions specialists, data coach, teachers.	Master Schedule, Benchmarks, Math STAAR, Reading STAAR			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Small group instruction with integrated technology in all core classrooms.</p> <p>Summer Code Camp- Student Technology</p>	1, 3	PDAS Administrator, E-Trainer, I Coach, Intervention Specialists Summer Code Camp Staff	CBQ's, story boards, flip chart lessons, classroom observations, STAAR, Observations Summer Code Camp- Student Technology			
Funding Sources: 211 - Title I, Part A - \$1350.00						









<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) 3) Provide ESL intervention as follows: Ongoing Seidlitz training will be continued with all teachers to increase ELL academic awareness and strategies. Differentiated training for new staff to SWMS and for experienced teachers. Newcomer and intermediate classes for language development for an additional 44 minutes daily for students in US less than a year. All ELL students receive double blocked language arts classes for 88 minutes daily for reading and writing instruction. Additional tutorials for newcomers and intermediates before and after school language arts classes.</p>	1, 2, 3	ESL Teachers, counselors, intervention specialists, I Coach, Campus teachers, Seidlitz training.	Grades, Benchmarks, TELPAS, STAAR, Seidlitz training and walk-throughs completed. Oct. 4 - New SWMS teachers refresher, Hawk Huddle All core teachers - ELL - C. Salva 10-1-14			
Funding Sources: 211 - Title I, Part A - \$3261.50, 211 - Title I, Part A - \$838.50						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) After school tutorials for students who failed Math and LA STAAR, SSI - Math and Language Arts Intervention, Special Ed and ELL students who failed STAAR 2014 will have after school intervention for 50 minutes weekly.</p>	1, 3	Principal, I Coach, LA Intervention Specialist, Counselors, teachers, data coach, contract services.	CBQ's, released STAAAR, Grades, Report Cards			
Funding Sources: 211 - Title I, Part A - \$1200.00, 211 - Title I, Part A - \$1000.00						
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Training on interactive notebooks will be given to teachers new to the school.</p>	1, 4	Teachers, I Coach, LA Intervention Specialist, Principals, Teaching & Learning Specialists.	Lesson Plans, Classroom observations, STAAR results.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Implement RtI program with a campus wide focus on small group instruction. LA & Math will pull a small group tutorial/small group to focus on RtI students</p>	1, 2, 3, 10	Principals, LA Intervention Specialist, Special Education Resources for Small Group, I Coach, Teaching & Learning Department, Data Coach	Lesson Plans, Classroom Observations, Staff Development Logs, STAAR Results, Small group data charts by teacher			
<p align="center">Critical Success Factors CSF 1</p> <p>7) 7) Have counselors and CIS staff meet with students who have more than a 2-day ISS assignment.</p>	1	Counselor, CIS	Meeting Logs, Campus Survey, ISS assignments.			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Vertical alignment and weekly planning with core classes.</p>	<p>1, 4</p>	<p>I Coach, Administrator, Teachers, Data Coach, LA Intervention Specialist, Data Wall, TEKS, Early Release - 6 days.</p>	<p>Agenda, lesson plans, common language, campus survey, STAAR results, Early Release: 9/25, 10/30, 12/4, 2/12, 4/19, 5/21 for tutorial planning.</p>	<p align="center">✓</p>	<p align="center">✓</p>	<p align="center">✓</p>
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 1: Faculty and staff will high expectations for all students and provide scaffolds and various learning opportunities for all to obtain secondary preparedness.


















Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Increase nonfiction reading in the classroom through the use of classroom magazines in Math, Language Arts, Science and Social Studies.</p>	1, 3	Librarian I Coach LA Intervention Specialist Department Chairpersons Teachers	Lesson Plans Benchmarks Magazines ordered LA, Science, Math, Social Studies			
Funding Sources: 211 - Title I, Part A - \$3500.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Continue homework help for students before and after school and during activity period</p>	1, 3	Classroom Teachers ACE Program	Grades Benchmark STAAR Results Teacher Reports			
<p>Critical Success Factors CSF 5</p> <p>3) All students will be immersed in a school-wide post secondary culture:</p> <p>Advisory Lessons Texas Scholars will speak with 8th graders College Week delivered by teachers College paraphernalia, such as flags displayed around the campus, college T-shirt days etc. College campus visits</p>	1, 3	Counselors Teachers Ace	Shown during advisory lesson Campus Survey Naviance			
<p>Critical Success Factors CSF 7</p> <p>4) Involve staff in recruiting and interviewing highly-qualified applicants</p>	1, 9	District Personnel Principal Assistant Principal I Coach Intervention Specialists Teachers Data Coach	Questions from Interviews Signed Contracts New Hire Report New Teacher Surveys			

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Participate in mentor-mentee teacher program</p> <p>Continue to provide support for new teachers through the induction program</p> <p>New Teacher committee to meet throughout the year with emphasis on timelines the first semester.</p>	<p>1, 9</p>	<p>Curriculum and Instruction - District Principal Assistant Principal I Coach Intervention Specialists Teachers Data Coach</p>	<p>Agendas Calendar of Meetings Held New Teacher Retention New Teacher Surveys Mentor Surveys</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: Faculty and staff will collaborate with stakeholders to foster a culture of engagement, exposure, and effort that leads to broader opportunities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Provide opportunities to increase community and parental involvement along with parenting skills.</p> <p>Parent classes offered: ESL, Parenting (parents are recognized for completion of the course) Love and Logic, , GED classes, STAAR Preparedness, Stanford parent night, Skyward/parent portal, technology, ACE Orientation</p> <p>Monthly counselor's coffee for parents and community members</p> <p>Parent compact- September 25 Title I meeting, Compact home 10/3</p> <p>Parent Classes thru Texas Ace during the school year and summer.</p> <p>Purchase parent resources for parent classes and student academic achievement.</p>	6	Counselors, CIS, ACE, Librarian	Parent sign-in sheets, surveys, parent surveys, number of parents in attendance			
			Funding Sources: 211 - Title I, Part A - \$2175.00, 211 - Title I, Part A - \$450.00			
<p>Critical Success Factors CSF 6</p> <p>2) Weekly advisory lessons (SEL, Bullying, T-2-4, friendship, self-esteem, school wide culture, SOAR lessons)</p>	1, 2, 3	Principals, counselors, teachers, PBIS committee	Advisory lessons shown and discussed, discipline referral reports, campus surveys			
<p>Critical Success Factors CSF 6</p> <p>3) Promote positive campus culture by creating consistent school-wide expectations. Teachers use procedures and expectations that were collaboratively developed in order to promote a consistent school-wide culture. (S-Safety, O-Ownership, A-Achievement, R-Respect) Students and staff will use a common language when speaking about areas and behavior expectations of the school (SOAR). Student agendas will be used consistently with all students in order to promote organization (documenting objectives and homework). This will increase home and school communication.</p>	2, 3	All Staff	Observations, discipline referrals, campus survey, tripod.			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 CSF 7</p> <p>4) Provide continual opportunities for the Campus Improvement Team (CIT) to direct Title and Grant funding.</p>	1, 5, 10	Principal, administrative assistant, CIT	CIT agenda, Finance department compliance			
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) Work with MDPC, CPCC, and local businesses to recruit and train mentors for the incoming 7th graders. Support the current mentor/mentee relationships by providing opportunities for meetings and activities.</p>	1, 5	Counselors, Communities in Schools, principals	Log of events, number of mentors on calendar, campus survey, mentor hours recorded, events held			
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Dual language program in Spanish will be offered to 6th & 7th graders that are already in the dual or one-way dual language program, with the purpose of learning content in both languages to continue their bilingual and biliterate education. Students will also build leadership and multicultural competence. Content will be offered in Spanish for science and foreign language. Teachers will be supported through district content planning, and professional development.</p>	2, 3	Administrators, instructional coaches, teachers, district foreign language staff	grades, progress reports, parent conferences, benchmarks, STAAR scores, Stanford scores, STAMP (Spanish)			
<p align="center">Critical Success Factors CSF 1</p> <p>7) Chinese I will be offered as an elective for 7th and 8th grade students.</p>	2, 3	Administrators, district foreign language staff, teachers	Grades, benchmarks, enrollment in class, final exams, class completion, registration for Chinese II.			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 1: Faculty and staff will advocate and take action that supports every student on a pathway towards T-2-4

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Continue to have an after school program that supports the four academic areas (Language Arts, Math, Science, and Social Studies), as well as, the social growth for a risk student.</p> <p>Students will visit college fairs and college campuses to increase post-secondary awareness.</p> <p>Students will attend study trips to support career awareness.</p> <p>Student will attend study trips to support career awareness and T-2-4.</p>	1, 2, 10	<p>Ace Coordinator,</p> <p>Principals,</p> <p>ACE Teachers.</p>	<p>Attendance Logs,</p> <p>Progress Reports,</p> <p>Campus Survey,</p> <p>STAAR Results,</p> <p>Students Grades.</p>			
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>2) Promote excellence through teacher and principal staff development in the following areas: RTI All teachers continue: Seidlitz word wall, team planning, Love & Logic, PBIS SOAR, and Seidlitz ELPS. Technology training to prepare for Digital Age Teaching & Learning. Campus-wide training on Rigor and Relevance. Academic Coach training for assisting classroom instruction. All teachers trained in Seidlitz ELPS training to make sure language ELPS are covered daily in all core classes for reading, writing, speaking, and listening. Seidlitz Staff Development - Long Term English Language Learners TEACHING & ENGAGING WITH POVERTY IN MIND CONFERENCE RICE SUMMER INSTITUTE</p>	1, 4, 8, 10	<p>Principals</p> <p>I-Coach</p> <p>Intervention Specialist</p> <p>Data Specialist</p> <p>Counselors</p> <p>Teachers</p> <p>Jones- Seidlitz Staff Development- Long Term English Language Learners</p>	<p>PDLC</p> <p>Walk-through</p> <p>Classroom staff development based on walk through indicators</p> <p>Conference certificates</p> <p>Increase in teacher satisfaction survey</p> <p>Student grades</p> <p>STAAR results</p> <p>Increase in walk through data</p>			
<p>Funding Sources: 211 - Title I, Part A - \$175.00, 211 - Title I, Part A - \$1225.00, 211 - Title I, Part A - \$2392.00, 211 - Title I, Part A - \$1060.00, 211 - Title I, Part A - \$3465.00</p>						

<p>3) In all student meetings the grade levels will be referred to by high school graduation date, i.e. "Class of 2019"</p> <p>6th graded- 2021 7th grade- 2020 8th grade- 2019</p>	1	Counselors, teachers, administrators.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Run a summer day camp for native and non-native Spanish speakers to strengthen their reading and writing in Spanish to promote language development strengthening both English transition and AP Spanish participation. Run two to four hour tutorial classes for students taking AP Spanish test,</p>	1, 3, 7	Teachers English teachers ACE coordinator	Attendance Logs AP Spanish test participation and results Enrollment in Spanish for Native Speakers, Pre-AP Spanish and AP Spanish classes Enrollment for ELL Students			
<p>Critical Success Factors CSF 6</p> <p>5) Working with all school staff on "Love and Logic" personal interactive practices, modules 1-6 will be reviewed and modules 8 and 9 introduced.</p>	4	Counselors Principal Love and Logic team District teaching & learning	Observations of staff utilizing "Love & Logic" strategies Campus Climate			
<p>Critical Success Factors CSF 6</p> <p>6) Excellence performances will be recognized throughout the year</p>	3	Teachers Administrators Counselors	Agenda of meetings Faculty bulletins Faculty meeting agendas Campus Survey Faculty meeting minutes			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

Goal 5: To meet the standards of the federal and state accountability system, the campus will implement the following strategies.

Performance Objective 1: Faculty and staff will use strategies, initiatives, and redesign for targeted areas of performance in reading and math.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Integrate more time for district road mapping. We have six early dismissal days used for mapping, planning, and staff development.</p>	1, 4, 7, 8	Teachers Principals I-Coach Intervention Specialists District Specialists	Road maps Student academic performance Increase in student scores-benchmarks and STAAR			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Expose students to real-world problems; make certain that instruction is at a high-level and assess at the same level of teaching. Assessments are written before instruction. Writing component the the benchmarks and ELA writing portfolio.</p>	1, 3, 8	Teachers Staff Administrator I-Coach Intervention Specialist	Interdisciplinary assessments, lesson plans, project based learning. Time built in for developing writing assessments. Assessments, student scores on benchmarks and STAAR.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Align assessments with the intended learning; ensure the assessment is a picture of the learning. Cross-curricular integration will be used through the year. Health Fitness will support core subjects with "Academic Monday". Electives will support core content areas through CATE, foreign language, and the arts.</p>	1, 3	Teacher staff Administration I-Coach District specialists Instructional specialists	Create the assessment before beginning the instructional unit. Friday vertical alignment meetings with departments. Assessment, student scores on benchmarks, and STAAR.			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Ensure the teacher knows the essence of particular TEKS; unpacking the TEKS for essential prior knowledge; Common language across the disciplines; Readiness and supporting standards-what students need to be successful for the next school year. Ensure students understand Blooms vocabulary for higher level questioning, for example, analyze, apply, evaluate, assess, etc. CAST - SCIENCE STAFF DEVELOPMENT TCEA- TECHNOLOGY TRAINING</p>	1, 2, 3, 4, 8, 10	Teachers Staff Administration I-Coach I-Coach Instructional Specialist	Academic vocabulary used within the campus, lesson plans, classroom instruction. Common language across vertical teams. Rigor and relevance staff development. Implement literacy strategies in Hawk Huddle. Each content teacher has two conference periods for collaborative planning, staff development and vertical planning.			
Funding Sources: 211 - Title I, Part A - \$1000.00						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Reflect on assessment results to determine if instruction matches; collaborative team planning and road mapping, benchmarks, school-wide reteach and retest policy. Core contents have same grade weights.</p>	1, 3, 7, 8	Teachers Staff Administration I-Coach Instructional Specialists District Specialist Data Coach	Team planning, Hawk Huddles (teacher conversations), data conferences. Administrators, I-coach, intervention specialists are reading lesson plans and tests. Assessments, student scores on benchmarks and STAAR.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Ongoing informal assessment throughout the instructional cycle; Monitor and adjust based on assessment results.</p>	1, 3, 7, 8	Teachers Staff Administration I-Coach District Specialists Instructional Specialist	Assessments, differentiation of classroom instruction, remediation and re-teaching with different instructional delivery. Assessments, warm-ups, exit tickets, projects, quizzes.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Collegial conversations, Hawk Huddles,; walkthroughs, observations, collaborative planning,; Design and Delivery of Effective Instruction, Each subject has non-negotiable for instruction and planning. Uniform planning guides are used for lesson planning.</p>	1, 3, 4, 8	Principals Teachers I-Coach Instructional Specialists Department Chairs	Lesson Plans Hawk Huddle attendance and participation. Walkthroughs Formal observations Informal observations Coach visits Data conferences			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Pre-plan and incorporate higher level questions; CATE will help support math by aligning teaching opportunities and incorporating various math concepts throughout the year; scaffold objectives to increase higher level thinking. Journals are used in science and social studies by students and teachers.</p>	1, 3, 4, 8	Teachers Staff Administration I-Coach Instructional Specialists	Collaborative lesson planning, use of higher level questions within each lesson, CATE instruction and assessments, student performance on STAAR and benchmarks, formative assessments, report card and progress report grades.			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Application of technology to enhance learning; authentic uses of technology to enhance and improve learning.</p>	1, 3, 4	Teachers Staff Administrators I-Coach Instructional Specialists	Use of technology in the classroom (ACTIV Boards, netbooks, I-Pads, I-Books, I-Touches), student products that utilize technology, TI-Inspire calculators used in math classes, student projects/products.			
Funding Sources: 211 - Title I, Part A - \$9500.00						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Quality first instruction for all students; differentiation of instruction and assessments; next practices. 88 minute blocks allowing for differentiation, small group instruction, and remediation for all students in math and language arts (ALL students-Special Education through Gifted Talented). APPARTS strategy (primary resources) used in social studies.</p>	1, 2, 3, 4	Teachers Staff Administrators I-Coach Instructional Specialists	Collaborative lesson planning, walkthroughs and formal observations, teacher visits to other classrooms for peer observations. lesson plans, Collaborative planning sessions at Hawk Huddles.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) Team planning meetings; Hawk Huddles; Reflection; Data digs; Vertical alignment.</p>	1, 3, 8	Teacher Staff Administrators I-Coach Instructional Specialists	Collaborative lesson planning sessions, walkthroughs, formal observations, teacher peer observations, lesson plans, road maps, Meeting agendas, Feeder school meetings, teacher reflection, evidence of data digs.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>12) Small group instruction based upon learning objectives and formative assessments; modification and accommodations; vary learning styles; Double blocking for LA and Math classes for extended teaching time which allows for small group instruction meeting the needs of students at all levels.</p>	1, 3, 4, 7, 8	Teachers Staff Administrators I-Coach Instructional Specialists	Adjust instruction to meet the needs of the learner. Small group instruction, walkthroughs, formal observations, lesson plans, differentiated instruction, modifications and accommodations followed for all students that receive additional services.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>13) Small groups based upon student need; adjust teaching depending upon student data; teachers must research, understand and utilize data for each student.</p>	1, 3, 8	Teachers Staff Administrators I-Coach Instructional Specialists	Supplemental materials, small group instruction, differentiation of instruction, data conferences, pre-assessments.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>14) Seek staff development of spiraling instruction; Staff development on understanding and utilizing TEKS; Targeted professional development in areas of need; Campus-wide staff development, implementation and support for ELL strategies; Training on researched based rigorous strategies.</p>	1, 2, 3, 4, 7, 8	Teachers Staff Administration I-Coach Instructional Specialists	TI_Inspire Strategies for ELL and SPED students Staff development based upon campus need.			
Funding Sources: 211 - Title I, Part A - \$4640.00, 211 - Title I, Part A - \$14633.00						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>15) Provide opportunities for teachers to visit classes of their colleagues for the purpose of enhancing instruction. I-Coach and Instructional Specialists will model best practices for teachers; Pre and post conferences between colleagues and between teachers and observers. New teacher program implemented. SPED facilitator assigned for campus</p>	1, 3, 4, 8, 9	Teachers Staff I-coach Instructional Specialists	Modeling lessons, teacher conferences, colleagues working together to increase performance, pre and post conferences held throughout the year, modeling among colleagues, video instruction and conferences. Mentor and buddy program for new teachers.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>16) Immediate remediation; targeted tutorials; tutorials based upon the need of students; tutorials based on student needs, immediate and continuous feedback on student performance; small groups instruction based on data. LA had TMFSFA to identify fluency.</p>	1, 2, 3, 4, 7, 10	Teachers Staff Administrators I-Coach Instructional Specialists	Conferences with students about their progress, remediation, tutorials.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>17) ACE after school programs; specific targeted content area tutorials; daily meaningful homework assignments across content areas.</p>	1, 3, 8	Teachers Staff Administrators I-Coach Instructional Specialists	Entire campus tutorial initiative, Benchmarks, STAAR assessments, formal and informal assessments.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>18) Building positive relationships between students and teachers, students and other students, teachers and administrators/staff. ACE program providing the PASS program, literacy night in conjunction with the ACE program.</p>	1, 2, 3, 4, 5	Teachers Staff Administrators I-Coach Instructional Specialists ACE coordinator	Love and Logic; advisory lessons on anti-bullying, mutual respect, relationship building activities, coffee with counselors and parents, open house and athletic parent night, campus survey, morale committee, decreased discipline referrals, community of respect within school			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>19) Common campus focused and goals, campus mission visible throughout the school, time used to focus on instruction, implementation of data and to build capacity within teachers.</p>	1, 2, 3	Teachers Staff I-Coach Administrators Instructional Specialists	Hawk Huddles, collegial conversations, campus mission posted throughout the campus, monitoring student performance, campus instructional focus.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>20) Student centered instruction, teacher functions as facilitator in the classroom for students.</p>	1, 2, 3, 4	Teacher Staff Administrators I-Coach Instructional Specialists	percentage of time for teacher talk Vs. student talk. Classroom walkthroughs, formal observations.			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>21) Build relationships among teachers and students. Increase rigor and relevance in the classroom to ensure student engagement and interest. Increase staff daily attendance. Implement above and beyond recognition for students in the building that show citizenship skills.</p>	1, 3, 4	ADA Teachers Staff Administrators I-Coach Intervention Specialists	Attendance records for teachers and students. Higher level questioning and instruction in the classroom. Attendance records for students and staff Award ceremonies			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>22) Quality first instruction for all students, campus mission, communicating high expectations, using positive vocabulary, empower students to be responsible for learning, celebrating student success and talents, SOAR Matrix (Safety, Ownership, Achievement, Success), school -wide non-negotiables for students and teachers</p>	1, 3, 4	Teachers Administrators I-Coach Intervention Specialists PBIS committee	Personal notes on each child's report card and progress report by administrators, teacher web-pages Professional development for web page development. Instructional vocabulary used campus-wide, students responsible for their learning, providing students with positive feedback and sharing their successes, scores on formative assessments, benchmarks, and STAAR results.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>23) Higher level questioning and problem solving; require students to explain their answers and how they came up with it. Teach this strategy through Hawk Huddle, then allow teachers to implement in the classroom</p>	1, 3, 4	Teachers Staff Administrators I-Coach Intervention Specialists	Lesson plans Student observations within classrooms Formative assessment scores, benchmarks, and STAAR results.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>24) Quality first instruction so all students can be academically successful; High expectations for all teachers and students; daily use of student agendas.</p>	1, 3, 4	Teachers Staff Administrators I-Coach Intervention Specialists	Lesson plans Student observations within classrooms Formative assessments, benchmarks, and STAAR scores.			
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 6: Spring Woods Middle School will remain in compliance with Federal and State law.

Performance Objective 1: We will adhere to all federal and state requirements, mandates, and laws.










Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Conduct annual program evaluation (CATE, O/T, LEP, Safe & Drug Free Schools) utilizing student performance data derives from special populations for the purpose of program review and revision.</p>	1, 7	Principal Title I coordinator program director curriculum and instruction Teachers impacted	Benchmarks Campus Based Assessment Progress Reports (2 per 9 week grading period) Report Cards STAAR TELPAS Results Promotion/Retention Student's Attendance			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials, tutorials, and services. Progress will be recorded on the accelerated instruction plan, interim progress reports and opportunities to conference will be provided to parents of students identified.</p> <p>Data will be monitored by staff to measure student progress.</p> <p>Provide Hawk Huddle for all teachers to participate in student data digs. share successful instructional practices, discuss interventions and staff development base on student and teacher needs.</p>	1, 2, 3, 4, 8, 10	SRIC Committee I Coaches Intervention Specialists Administrators All teachers District Curriculum and Instruction	Progress Reports Report Cards Teacher Records Data Digs Benchmarks Performance on state exams Report Cards			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) (Technology) Provide opportunities inclusive professional development opportunities 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 of Texas Assessment of Academic Readiness (STAAR)</p>	1, 2, 7, 8, 10	Curriculum and Instruction E-Trainer Principal Assistant Principal I Coaches Intervention specialists Teachers Data Coach	Lesson Plans Observations Survey staff end of each semester-staff development Student Survey Technology Professional Development scheduled and held			

<p align="center">Critical Success Factors CSF 5</p> <p>4) Promote parent and community involvement in drug and violence prevention programs/activities through community in schools and counselors.</p> <p>Literacy Parent/Student Nights 5-7PM ESL/Computer Parent Classes Thursday weekly Student/group counseling sessions (CYS, CIS)</p> <p>ESL Parent classes for beginner and intermediate levels, Love and Logic parent classes weekly.</p>	5, 10	Counselors Community in Schools CYS DePelchin ACE	Agendas Sign-Ins Decrease in number of drug and violence occurrences on campus			
<p align="center">Critical Success Factors CSF 6</p> <p>5) Provide professional development based on level of expertise and need in the following areas: Bullying Prevention No Place for Hate - CSHAC - Health Committee SEL Love and Logic PBIS - SOAR Weekly lessons prepared by counselors in advisory programs, Daily announcements. Anonymous reporting of bullying (website) and IWatch - Harris County/Spring Branch. GIRL BULLYING & EMPOWERMENT NATIONAL CONFERENCE</p>	1, 2, 3, 10	Counselors Teachers Administration	Weekly advisory lessons Decrease in bullying			
<p>Funding Sources: 211 - Title I, Part A - \$2300.00, 211 - Title I, Part A - \$2300.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>6) Special Education: Monitor LRE ratio Develop campus capacity to support inclusive programming for students with disabilities Students in instructional support and coteach are assisted by special education teachers and instructional para professionals when assistance is needed Staff development provided on differentiation of instruction to meet the needs of special education students and fill gaps</p>	2, 4, 7, 8, 9, 10	Administration Teachers Special Education Department Instructional Coaches	ARDS LRE Campus ratio report with student success rates with appropriate placements Hawk Huddle planning weekly			









<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>7) Special Education: Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. Administration will meet with special education department leader to monitor ARD progress and student progress. Academics and program adjustments will be made.</p>	1, 7, 10	Campus Administration, Campus district special education staff, Diagnostician, Department chairs	Diagnostic Assessment Annual Review Requirement Student analysis is on local and state assessments Lesson plans			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>8) Special Education: Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. Campus staff is trained on special education requirements as the beginning of the school year and are updated through faculty meetings and Hawk Huddles.</p>	1, 7, 8, 10	Administrator Campus and District Special education staff	Campus based trainings District based trainings Compliance with all guidelines and regulations Analysis of current data monitoring of all student timelines.			
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) (State Com Ed) Provide supplemental At Risk services support in the content areas: Language Arts, Math, Science, Social Studies, LEP Campus Instructional Specialists support students at risk by assisting teachers with the interpretation of data, developing instruction and interventions including modeling lessons to support at risk students. ELA and Math classes are double blocked for all students to receive instructional intervention and supports. Specialists provide model lessons, assist with lesson planning and development as well as peer to peer visits. Specialists provide coaching and feedback to teachers. Sept. 8, 2014 Hawk Huddle - content teachers received all LEP, SPED paperwork on their students.</p>	2, 3, 4, 8	Campus specialists I Coach Intervention specialists Administration District Specialists Department Chairs	Student procedures Teacher Evaluations Campus Based Assessments Grading gap analysis Increase in rigor and relevant student activities STAAR Performance walkthroughs observations			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Identify At-Risk students provide them with supplemental services; and monitor progress including continual English language development for LEP students. Texas ACE after school program will target students who scored low on STAAR on reading and Math. Mandatory tutorials in ELA and Math Newcomers and intermediate ELL students will get additional support in addition to immersion in on level LA classes. Fiction and nonfiction material will be utilized weekly in all classes. Teachers attend Seidlitz training for daily in-class support of ELL's.</p>	2, 3, 8	Administrators, Intervention Specialists, Teachers, ACE Coordinator, Seidlitz trainers	Campus Based Assessments Progress Reports Report Cards TELPAS Student Data Wall Promotion/Retention results TELPAS Results STAAR Results Seidlitz professional development held			
Funding Sources: 199 - General Fund: SCE - \$6034.00						

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>11) Develop monitor and evaluate campus volunteer/partnership programs that include: Recruitment Training/Support Recognition of volunteers/partnerships</p>	1, 3, 5, 8, 9, 10	Administration Mentors CIS Counselor ACE	Sign in and hours worked Mentor/Mentee attendance Academic improvement End of year review with program and campus Mentor/Volunteer survey			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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. Co-Teach Training; Small Group Instruction which includes opportunities for teachers to be coached, attend sustained training/inservices/workshops and or conferences together with structured follow up; 2 conference periods per day for all core teachers to provide time for collaboration and vertical planning; Hawk Huddle for professional development; and discuss current needs of staff for instruction; Continue staff development for small group instruction/tutorials</p>	1, 2, 4, 7, 10	Intervention specialists Administrators district curriculum and instruction teaches	District/Campus benchmarks report cards every 9 weeks progress reports every 3 weeks grading gap analysis agendas and sign-in sheets teacher survey teacher appraisals			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>13) Teachers/Administrators/Staff will develop understanding of the Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results including The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. Hawk Huddle will review on an as needed basis review of DDI and use lesson plans to see evidence of planning.</p>	4, 9, 10	Administrators District I Coaches Instructional Specialists	Lesson Plan Reviews Appraisals/Walkthroughs Teacher Evaluations Workshop Reports Lesson Plans Summatives			

<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>14) Provide support for new teachers with ongoing mentoring and planning with certified staff. New teachers to profession are assigned monthly communication with mentor teachers to discuss topics of concerns such as, parent conferences, what to do with kids who don't do homework, classroom management.</p>	1, 4, 9, 10	Administrators Department Chairs Mentors New Teacher Cadre	Team Meetings Agenda minutes Campus Mentor Log Campus Staff Meetings New Teacher Meetings New Teacher Summatives New Teacher Surveys			
<p align="center">Critical Success Factors CSF 7</p> <p>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 website.</p>	9, 10	Administrators Instructional Leadership Team Department Chairs Teachers Librarian	Retention of new staff New Teachers Return Rate Campus Website Review			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>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. Counselor coffees monthly to solicit parent input on staff development, campus and student needs and programs. CIT meeting with parent input on surveys and look at parent requests for programs for students and themselves.</p>	1, 3, 4, 5, 7, 8, 9, 10	Administrators Counselors Parents CIS ACE	Agenda Sign In Sheets Minutes Parent Feedback Surveys and program evaluation ACE parenting classes held, surveyed			
<p align="center">Critical Success Factors CSF 5</p> <p>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</p>	2, 8, 10	SBISD School Age Parent Program Staff Campus Principal Campus Nurse CIS SVS Campus Guidance Counselor Campus Social Worker	Benchmark/released TAKS data Service Logs Progress report/Report Cards Attendance/Completion data Completion/Dropout data Graduation rate attendance data state student assessment data			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>18) (Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need in one of the following areas: Nature and Needs of G/T students Assessing and Identifying G/T students Differentiating Curriculum for G/T students Assessing social emotional needs of G/T students Creativity and instructional strategies for G/T students. Provide staff development for PreAP/GT teachers tin LA and Math for instructional strategies to provide rigorous lessons for double blocked classes of LA and Math</p>	<p>1, 2, 4, 5, 10</p>	<p>Administration Campus Instructional Coaches GT Director Counselors Title money for Rice</p>	<p>Lesson Plans Progress Reports Report Cards Campus Bases Assessments Agenda Report Cards STAAR/EOC Performance Rice GT Training summer attendance</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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. Administrators and instructional coaches will attend planning sessions for GT students to ensure differentiated instruction takes place for GT students.</p>	<p>2, 8, 10</p>	<p>Administrators Campus Instructional Coaches GT Director Counselors Teachers</p>	<p>Lesson Plans Progress Report Cards Campus Based Assessments Data Chart Review Final Report Cards STAAR/EOC Performance # of students achieving Level 3 on STAAR</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>20) (Gifted and Talented) Conduct annual GT evaluation by following the district-wide procedures for referral, testing, and nomination of students. Emphasis on finding and identifying minority GT students, low SES GT students, and those students showing great potential but who are difficult to identify as intellectually-gifted. Conduct an annual GT parent meeting to develop awareness of the program, identification, and requirements.</p>	<p>1, 3, 7, 10</p>	<p>Counselor Teachers</p>	<p>GT screening materials GT recommendations Screening reports Student influx to the GT program</p>			

<p align="center">Critical Success Factors CSF 6</p> <p>21) Coordinated School Health (CSH) and CIP: Nurse works with referral programs to assist students with medical needs. Nurse works with CIS to coordinate student health services and supply/clothing needs. Students with absences of 3 or more days per month will be reviewed by an attendance clerk. Assistant Principals and nurse will receive the list of students on a regular basis. Monday Attendance meetings (consisting of SBISD Police, Nurse, Truancy Office, APs, Attendance Clerk, Community in Schools will be held to discuss these students. Students will be place in tutorials if they have more than 5 absences. The intervention team will help with this.</p>	10	Nurse CIS Attendance Clerk Assistant Principals Truancy Officer Spring Branch Police Officer Academic Intervention Team	# of referrals Student Attendance Phone Conference Logs Increased student attendance			
<p align="center">Critical Success Factors CSF 6</p> <p>22) Review and revisit both the Home/School compact and Parental Involvement Policy Offer several opportunities for parent input, develop and distribute current school year compact and policy in appropriate languages Spanish/English Share compact with parents and document Title I parent meeting and counselor coffee offered during the day and evening to explain Title I and solicit parent input. September 23 is the scheduled date. The compact will be sent home October 3 for parent signature.</p>	5, 10	Principal AP CIT CIS Counselor	Fliers Agendas Sign In Sheets Parent Compact Parent Involvement Policy Final revised Parent Compact Final revised Parent Involvement Policy Parent Sign In Sheets			
<p align="center">Critical Success Factors CSF 6</p> <p>23) Increase Parent attendance at Title I Annual Meeting to share: Standards and Goals Parent's rights curriculum School report card Title I participation Offer a flexible number of meetings Title I Annual Meetings will invite all parents and community members at 2 different times to accommodate schedules. We will couple meeting with other campus events which involve students to boost parent attendance.</p>	5, 10	Principal AP Counselor CIS	Fliers Agendas Sign-in sheets Minutes Parent Survey Parent Sign in Sheets			
Funding Sources: 211 - Title I, Part A						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>24) Provide Accelerated instruction for struggling learners in core areas. School mandatory tutorials for Reading and Language Arts and Math. Teacher tutorials held before, during and after school. Double block LA and Math classes daily</p>	1, 2, 3	I Coach Instructional Specialists Teachers Administrators ACE-Math	Progress Reports Teacher Observation Test Scores End of year data			

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>25) Provide professional development to enhance student achievement in the core content areas. Staff development for ELL- Provide teacher skills necessary for students to be successful.</p>	<p>1, 2, 4</p>	<p>Administrators I Coach Instructional Specialists Teachers SWMS Staff District specialist</p>	<p>Staff Development Posted and Registered Attendance at Staff Development End of Year student data Hawk Huddle - ELL - C. Salva 10/1/14, 11/12/14 All core teachers attended</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State Compensatory

Personnel for Spring Woods Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Peters	Teacher	Language Arts	
Lori Jones	Data Teacher		
Melissa	Vallery	Math	

Campus Funding Summary

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	10	At-Risk		\$6,034.00
Sub-Total					\$6,034.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Supplies	211.11.6399.000.044.30.0.000.FBG15	\$25,129.00
1	1	1	Personnel	211.11.61xx.000.044.30.0.000.FBG15	\$184,946.00
1	1	1	Agendas, STAAR master	211.11.6398.000.044.30.0.000.FBG15	\$799.95
1	1	1	Microphone System for student presentation		\$0.00
1	1	2	Summer Code Camp	211.11.6412.000.044.30.0.000.FBG15	\$1,350.00
1	1	3	SEIDLITZ Training and Materials	211.13.6299.000.044.30.0.000.FBG15	\$3,261.50
1	1	3	SEIDLITZ Books	211.13.6399.000.044.30.0.000.FBG15	\$838.50
1	1	4	After School Buses and Supplies	211.11.6494.000.044.30.0.000.FBG15	\$1,200.00
1	1	4	Supplies	211.11.6399.000.044.30.0.000.FBG15	\$1,000.00
2	1	1	LA Magazines	211.11.6325.000.044.30.0.000.FBG15	\$3,500.00
3	1	1	Parent Supplies and Materials	211.61.6399.000.044.30.0.000.FBG15	\$2,175.00
3	1	1	Parent Meetings	211.61.6499.000.044.30.0.000.FBG15	\$450.00
4	1	2	Seidlitz Staff Development- Long Term English Language	211.13.6411.000.044.30.0.000.FBG15	\$175.00
4	1	2	Seidlitz Staff Development- Meeting the Challenges of Long Term ELL		\$1,225.00
4	1	2	TEACHING & ENGAGING WITH POVERTY IN MIND CONFERENCE	211.13.6411.000.044.30.0.000.FBG15	\$2,392.00
4	1	2	TEACHING & ENGAGING WITH POVERTY IN MIND CONFERENCE	211.23.6411.000.044.30.0.000.FBG15	\$1,060.00
4	1	2	RICE SUMMER INSTITUTE	211.13.6411.000.044.30.0.000.FBG15	\$3,465.00
5	1	4	CAST 2014	211.13.6411.000.044.30.0.000.FBG15	\$1,000.00

5	1	9	TI Calculators and Technology Repair	211.11.6398.000.044.30.0.00Click 0.FBG15	\$9,500.00
5	1	14	Administrative Staff Development	211.23.6411.000.30.0.000.FBG15	\$4,640.00
5	1	14	Teacher Staff Development	211.13.6411.000.30.0.000.FBG15	\$14,633.00
6	1	5	GIRL BULLYING & EMPOWERMENT NATIONAL CONFERECE	211.13.6411.000.044.30.0.000.FBG15	\$2,300.00
6	1	5	GIRL BULLYING & EMPOWERMENT NATIONAL CONFERENCE	211.23.6411.000.044.30.0.000.FBG15	\$2,300.00
6	1	23			\$0.00
Sub-Total					\$267,339.95
Grand Total					\$273,373.95