

Spring Branch Independent School District

Spring Oaks Middle School

2020-2021 Campus Improvement Plan



Mission Statement

Spring Oaks Middle School will:

Work hard.

Be kind.

Embrace challenges.

Learn daily.

No excuses.

Vision

As a SOMS community, we commit to providing a high-quality education for all students.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Needs Assessment Overview

SOMS will need to focus on 3SMART Goals:

?Goal 1- LA: All students will make at least one year's growth in literacy-listening, speaking, reading, and writing.

?Goal 2-Math: All students will make at least one year's growth in critical thinking skills (thinking, reasoning, problem-solving).

?Goal 3-We will make at least a 15% growth on all meets and masters on STAAR 2021 across all subjects.

We met our growth goal in the 2018-2019 school year (STAAR 2020 was waived by TEA) in Domain 2a and are 1% away from meeting the 60% target for Domain 1. SOMS has put much energy and effort in changing hiring practices and worked to bring in more teachers who are a "fit" for our students, those up for the challenge for working with a high at-risk population. We will need to continue to push academically to graduate from a Comprehensive/IR school to that of a Priority/Focus by meeting more goals on STAAR results. If we can do it in Domain 2a and are 1% away from Domain 1 target, we can certainly do it this year with more of the right people on board focused on the same academic goals working together through the PLC proces. We will need to drive results through continuous improvement processes (design and delivery of instruction, assessing/CFA/CFU frequently) and using results to adjust intruction. The right people doing the right work and monioring the continous improvement cycle for quality.

Demographics

Demographics Summary

Demographics Summary:

88% Hispanic

7% White

4% African American

85% Economically disadvantaged

81% At-risk

55% English Language Learners

Demographics Strengths

The diversity of student population at Spring Oaks Middle School is viewed as a strength. This diversity is reflected in our staff.

Student Learning

Student Learning Summary

SOMS has worked with intentional planning using the PLC minutes. Teams unpack TEKS prior to unit. Grade level teams look at data. Math provides math lab for specific students. ELA has a 90-minute block. Math and ELA give MAP assessment 3 times annually to monitor student growth. District benchmarks are given and analyzed to guide instruction. Each core content creates common assessments.

In order to support student academic achievement, SOMS needs to focus on Tier 1 and Tier 2 instruction. There needs to be a shift from looking at data to using the data to guide instruction. Past objectives need to be spiraled into instruction weekly. CFU's will be used weekly also. Teachers will provide students with feedback on their academic growth, guide students to goal set, and analyze their own data building accountability with each student's personal growth.

Resources used at SOMS are Motivation Math, math coach, Engaging Math, Closing the distance, STAAR workstations, IXL, Imagine Math, All in Learning, Edgenuity, Pathways, and Abydos.

Interventions are provided at SOMS for math and ELA. They include PSA during advisory and Saturday ROAR tutorials. Interventionists pull small groups in math and ELA for tier 3 students.

PD's we might need:

- It'sLearning platform for guiding student pathways in all subjects
- All in Learning
- Small group instruction/Blended Learning/Workshop Approach

Student Learning Strengths

-

We provide frequent and ongoing professional development and support for teachers so that they can design and implement rigorous first instruction aligned with the standards as well as analyze and respond to data to address student needs.

Each core content teacher has a daily conference period as well as a daily Professional Learning Community/team planning period.

Math and ELA have instructional support from campus instructional coaches/interventionists.

Every student has a double-blocked ELA class. Math Lab classes are scheduled for targeted students.

RTI periods are scheduled into the school day twice a week to provide ongoing, targeted interventions to students.

School Processes & Programs

School Processes & Programs Summary

School Processes: Spring Oaks will continue its' PLC journey in continuing and developing processes that bring clarity to our goals and how we achieve them.

What to continue: PLC intentional agendas (both department and team) PLC meeting minutes with actions items highlighted and monitored PLC data dives

Processes that need to be developed, modified, or enhanced: RTI processes and procedures; building RTI expectations in our daily plans and instructional PD to support implementation. Going beyond the teacher data tracker and finding purpose for the information. Collaborative groups of staff members to help develop consistency in expectations and messaging in implementation of staff directives from leadership and what that will look and sound like. i.e...discipline, dress code, project class, champs,... Refine and strengthen grade level teams. Campus Assessment and Instructional Support Specialist on campus this school year to facilitate and refine the RTI process.

Discipline Processes: In the past when teachers entered discipline in Skyward they were able to see the outcomes. With the new process they are left guessing as to the outcome. Create a communication process to help them be part of the complete cycle and help support administration. What does the future ISS look like?

School Programs:

Project class: How do we message this each day in classrooms by teachers?

Boys and Girls Club: has highly benefited our students and their connectedness to school.

Champs: New training: how will this be implemented and what are the explicit expectations.

PSA – RTI time Roar – Saturday school

Abydos – Across all ELA

Teacher College – ELA teachers

School Processes & Programs Strengths

Core departments begun to form into functioning PLCs and are becoming proficient at using the PLC questions as they design instruction and use data to address the needs of their students. Teachers, instructional leaders and administrators, as part of the campus Guiding Coalition, participated in an extensive year-long training by Solution Tree. Brig Leane, from Solution Tree, worked directly with department PLCs to assist them in improving their PLC process.

Perceptions

Perceptions Summary

Perceptions

Motivation among staff with students could be improved, we need have to ownership.

Morale of staff could be elevated, yet self-reflective, possible incentives could help.

Classroom management needs to start first day, needs to be consistent, and needs follow-up from leadership...individual teachers have their own methods, but we need to talk the same talk at SOMS, one PLC monthly meetings can be devoted and discussed, sharing methods of how it is working, pro and cons...and what can we share. Example RTI for student behavior/academic. Discipline referrals could be google docs with file folders per teacher, teachers may be more apt to fill out a doc form online and place in their folder. Truancy is a challenging issue, what type of intervention is in place for repeat offenders, communications to inform teachers of steps being taken is necessary, yet a standard protocol needs to be followed by both teacher and leadership...communication is vital.

Teacher retention, instructional and classroom management skills come with experience, how do we get teachers to buy in and want to stay as a record teacher Suggestion of journaling during PLC first 5 minutes, reflective pro and con questions specific to things in classroom, option to discuss and share at end of PLC, coaches probe for specifics if writing and discussion is null. Grade level team meetings are usually controlled by AP, which is necessary sometime, consistency lacking from class to class, possible occasional grade level meetings without AP controlling would help teachers become more consistent, the meeting can be held with AP present...but more as a listener and supporter

Perceptions Strengths

Increased communication with community has also increased attendance and involvement. Increased visibility and continued connecting with parents and students via methods such as Zoom, webinars and phone calls will be key, including looking at our panorama survey results to further strengthen community involvement.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2021, Spring Oaks Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 15% at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID


2018-19: Reading: 54 % (approaches), 24% (meets), 10% (masters); Math: 70% (approaches), 28% (meets), 7% (masters)



2017-18: Reading: 54% (approaches), 24% (meets), 10% (masters); Math: 65% (approaches), 24% (meets), 5% (masters)


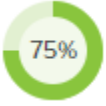
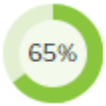




Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

Strategy 1: ELA, Math, Science, Social Studies and electives will be supported by Campus Instructional Specialists (Jennifer Roth, Breyanna Dennis, Lesli Brown) and TLS (Christine Jackson) to support the PLC culture and ensure teachers follow the PLC 7 Step process: 1) Define TEK (main essential skill) 2) Create S.M.A.R.T. goal 3) Create CFA 4) Inter-rater reliability 5) Transparency of results 6) Extension/intervention plans 7) Changes to instruction Strategy's Expected Result/Impact: Increased overall achievement in math, specifically in meets and masters. Staff Responsible for Monitoring: Administrators, Department Chair Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 2: ELA campus leaders will continue to attend Teacher's College/Columbia Univ. to implement and support improved structures and approaches to literacy (reading/writing workshop) for 6th ELA's first year of implementation with support from Chris Newton, District Humanities Support/6th.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students at meets and masters levels on STAAR ELAR and Writing.</p> <p>Staff Responsible for Monitoring: Administrator/ELA Campus Instructional Leaders DCs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
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<p>Strategy 3: The ELA, Math, Science, Social Studies, and electives departments will support the continuous improvement cycle via PLC refined practices focusing on the design and delivery of instruction (unpacking units), frequent assessments (CFA/CFU/Checkpoints), and adjusting instruction based on data analysis. We will also continue the work of Brig Leane's PLC support model.</p> <p>Strategy's Expected Result/Impact: Increase in approaches, meets, and masters levels on STAAR EOY assessment.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches/Interventionists Department Chair</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Software - 211 - Title I, Part A - 211.6397.000.046.30.0.000.FBG21 - \$10,000, Software - 211 - Title I, Part A (FBG20 Carryover) - 211.11.6397.000.046.30.0.000.FBG20 - \$10,000</p>	Reviews			
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Strategy 4: We will improve our approach to the RtI process to be more systematic and collaborative to ensure that every child is being effectively served. 1) Staff will continue to be trained on the RtI Tiers and process. 2) We will schedule collaborative planning meetings to review RtI progress/movement of students. 3) RtI data tracking systems will be implemented. Strategy's Expected Result/Impact: Increase in number of students meeting or exceeding standards on STAAR Staff Responsible for Monitoring: Administrators Instructional Coaches/Interventionists Department Chairs Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: OTH READING MATERIAL - 211 - School Improvement Grant - 211.11.6329.699.046.30.0.000.SIG21 - \$39,544, OTH READING MATERIAL - 211 - School Improvement Grant - 211.13.6329.699.046.30.0.000.SIG21 - \$5,000, Oth Reading Material - 211 - Title I, Part A - 211.13.6329.000.046.30.0.000.FBG21 - \$10,000, Student Transport - 211 - Title I, Part A (FBG20 Carryover) - 211.11.6494.000.046.30.0.000.FBG20 - \$2,813, Oth Reading Material - 211 - Title I, Part A (FBG20 Carryover) - 211.11.6329.000.046.30.0.000.FBG20 - \$21,169.30, Oth Reading Material - 211 - Title I, Part A - 211.11.6329.000.046.30.0.000.FBG21 - \$10,000, Student Transportation - 211 - Title I, Part A - 211.11.6494.000.046.30.0.000.FBG21 - \$3,000	Reviews			
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	Nov 	Jan	Mar	June
Strategy 5: Ongoing professional development opportunities will be provided and required, such as, but not limited to: 1) focus on EL and SpEd strategies (Multilingual Department, Alex Romo, Eric Johnke) 2) coordinating with the Humanities Department to provide additional support to begin implementation of the workshop model in 6th ELA with a focus on piloting this approach in 7/8th grades 3) Refresher RtI training the RtI process (Kerry Kernwein) 4) ITSL, Google Suite, All In Learning, Go Formative, Go Guardian support (TLS-C. Jackson) 5) refining the PLC process/7 steps (Guiding Coalition) 6) coordinate with district content support leads to provide additional support in ELA, math, science, and social studies. Strategy's Expected Result/Impact: Increase in number of students meeting or exceeding standards on STAAR Staff Responsible for Monitoring: Administrators Instructional Coaches/Interventionists Department Chairs Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Reviews			
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: GAP-CLOSING: : GAP-CLOSING: By June 2021, Spring Oaks Middle School will increase overall performance on STAAR Grades 6-8 exams to narrow the gap or improve performance above the target by at least 10% between EL students and non EL students while all performance improves.

2019-20: Not Rated due to COVID


2018-19: English Learners 5%; non-English Learners 29%



2017-18: English Learners 1%; non-English Learners 20%








Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reports and State Accountability Reports

Summative Evaluation: None

	Reviews			
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Strategy 4: We will improve our approach to the RtI process to be more systematic and collaborative to ensure that every child is being effectively served. 1) Staff will continue to be trained on the RtI Tiers and process. 2) We will schedule collaborative planning meetings to review RtI progress/movement of students. 3) RtI data tracking systems will be implemented. Strategy's Expected Result/Impact: Close gaps for struggling students; increase passing rates on STAAR; increase students achieving Meets and Masters on STAAR Staff Responsible for Monitoring: Administration, Intervention Specialists; Math and ELA instructional coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Supply/ Materials - 211 - Title I, Part A - TZ Grant - 211.11.6399.000.046.30.0.000.TZI19 - \$16,683.95, Supply/Material - 211 - Title I, Part A - 211.11.6399.000.046.30.0.000.FBG21 - \$61,897, Supply/ Materials - 211 - Title I, Part A (FBG20 Carryover) - 211.11.6399.000.046.30.0.000.FBG20 - \$49,077.77, SUPPLY/MATERIALS - 211 - School Improvement Grant - 211.11.6399.699.046.30.0.000.SIG21 - \$49,931	Reviews			
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Goal 1: STUDENT ACHIEVEMENT. Every Spring Oaks Middle School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Spring Oaks Middle School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (6-8) increase by 10 points, Math (6-8) increase by 10 points.


2019-20: Not Rated due to COVID


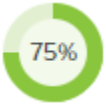
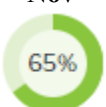
2018-19: Reading - 35% met CGI; Math - 58 % met CGI







2017-18: Reading - 36% met CGI; Math - 59 % met CGI

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

Summative Evaluation: None

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	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 5: Ongoing professional development opportunities will be provided and required, such as, but not limited to: 1) focus on EL and SpEd strategies (Multilingual Department, Alex Romo, Eric Johnke) 2) coordinating with the Humanities Department to provide additional support to begin implementation of the workshop model in 6th ELA with a focus on piloting this approach in 7/8th grades 3) Refresher RtI training the RtI process (Kerry Kernwein) 4) ITSL, Google Suite, All In Learning, Go Formative, Go Guardian support (TLS-C. Jackson) 5) refining the PLC process/7 steps (Guiding Coalition) 6) coordinate with district content support leads to provide additional support in ELA, math, science, and social studies.</p> <p>Strategy's Expected Result/Impact: Increase in number of students meeting or exceeding standards on STAAR</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches/Interventionists Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 6: Campus instructional leaders will review and monitor teachers' lesson plans and provide calibrated feedback, schedule regular instructional rounds and provide department data point feedback, and review our data analysis (intervention/extension) plan. Campus instructional leaders will review disaggregated data to track and monitor the progress of all students. Campus Instructional Leaders will also work with Community Superintendent, Dr. B. Williams, to monitor the implementation and effectiveness of our campus TIP/CIP plans.</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Fall 2020: 364 students enrolled in one or more advanced courses






Fall 2019: 175 students enrolled in one or more advanced courses

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Skyward Course Enrollment Data

Summative Evaluation: None

Strategy 1: Provide opportunities for Economically Disadvantaged and At-Risk students to participate in Fine Arts and preAP classes by disseminating information about these classes to students and parents. Strategy's Expected Result/Impact: Increase in the number of Eco Dis students enrolling in and successfully completing FA and preAP classes Staff Responsible for Monitoring: Administrators Counselors Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the % of Spring Oaks Middle School students who feel connected as both individuals and learners will increase by at least 10 points.



2019-20: Not Rated due to COVID








2018-19: 62% School Rigorous Expectations ; 51% School Teacher-Student Relationship; 41% School Climate ; 40% School Belonging ; 47% School Safety

2017-18: 64% School Rigorous Expectations; 51% School Teacher-Student Relationship; 45% School Climate; 42% School Belonging; 39% School Safety

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

Strategy 1: Students are recognized for achievement by perfect attendance awards (semester 2), honor roll, S.T.A.R. Students and Students of the Month. Strategy's Expected Result/Impact: Increase school pride Assemblies every 9 weeks Staff Responsible for Monitoring: Administrators Counselors Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Host after school events for students and families to promote school/home connection (i.e. academic nights, orientation, testing, Open House, parent/admin meetings). Strategy's Expected Result/Impact: Increase parent involvement and connection to school/community. Staff Responsible for Monitoring: Administrators Administrative Assistant Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Teacher Retirement - 211 - Title I, Part A (FBG20 Carryover) - 211.61.6146.000.046.30.0.000.FBG20 - \$137.84, Supply/Material - 211 - Title I, Part A (FBG20 Carryover) - 211.61.6399.000.046.30.0.000.FBG20 - \$496.23, Medicare - 211 - Title I, Part A (FBG20 Carryover) - 211.61.6141.000.046.30.0.000.FBG20 - \$20.15, Supply/Material - 211 - School Improvement Grant - 211.61.6399.699.046.30.000.SIG21 - \$28,890, Workers Comp - 211 - Title I, Part A (FBG20 Carryover) - 211.61.6143.000.046.30.0.000.FBG20 - \$10.06, Sub/hr Support Personnel - 211 - Title I, Part A (FBG20 Carryover) - 211.61.6125.000.046.30.0.000.FBG20 - \$700.25, Misc. Operating Expense - 211 - Title I, Part A (FBG20 Carryover) - 211.61.6499.000.046.30.0.000.FBG20 - \$1,099	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June








Strategy 3: SOMS staff will participate in Project Class training and implementation of the 6 PC Social Skills in every class daily. Staff will refer students as needed to Project Class coach for social skills support. Strategy's Expected Result/Impact: All staff trained will yield higher impact results. Staff Responsible for Monitoring: Administrators Administrative Assistant Project Class Coaches Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Daily announcements will include expectations for the 5Ps-Panthers: polite, punctual, prepared, productive, persevere. -TBSI/PBIS Strategy. Strategy's Expected Result/Impact: Reinforce expectations and positive behaviors. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Track student behavior, including tardies, discipline referrals, positive student involvement in school community by the use of Hero behavior tracker. Strategy's Expected Result/Impact: Decrease in discipline referrals and tardies. Increase in student connectedness to school community. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None




Strategy 1: Students will build soft skills to enhance their secondary and post-secondary opportunities. Strategy's Expected Result/Impact: Students will obtain higher scores on the Panorama SEL Skills Survey. Staff Responsible for Monitoring: Administrators Counselors Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Students will develop the skills to make effective goals and decisions around career planning. Strategy's Expected Result/Impact: All 7th grade students will complete a Career Cluster Finder assessment to determine to their proposed career. Staff Responsible for Monitoring: Administrator Counselor Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Through the implementation of Character Strong, students will become more socially aware of how their actions and decisions impact others. Strategy's Expected Result/Impact: Decrease in discipline incidents. Staff Responsible for Monitoring: Administrators Counselors Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: MISC. CONTRACTED SERVICES - 211 - School Improvement Grant - 211.11.6299.000.046.30.0.000.SIG21 - \$5,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

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

Evaluation Data Sources: 4-Year Plan
Endorsement Selection Form

Summative Evaluation: None

Strategy 1: 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity. Staff Responsible for Monitoring: Administrators Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Students will participate in a Bridge Year event to explore high growth and high demand jobs. Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment. Staff Responsible for Monitoring: Administrators Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year. Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade. Staff Responsible for Monitoring: Administrators Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June







Strategy 4: Students will complete a 4-Year Plan prior to entering 9th grade. Strategy's Expected Result/Impact: All 8th grade students will: -choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school. Staff Responsible for Monitoring: Administrators Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None











Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times/year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Campus emergency operation procedures documents

Summative Evaluation: None








Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: FISCAL RESPONSIBILITY. Spring Oaks Middle School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

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

Summative Evaluation: None

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

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Software	211.6397.000.046.30.0.000.FBG21	\$10,000.00
1	1	4	Oth Reading Material	211.13.6329.000.046.30.0.000.FBG21	\$10,000.00
1	1	4	Oth Reading Material	211.11.6329.000.046.30.0.000.FBG21	\$10,000.00
1	1	4	Student Transportation	211.11.6494.000.046.30.0.000.FBG21	\$3,000.00
1	2	1	Support Personnel	211.11.6129.000.046.30.0.000.FBG21	\$12,672.00
1	2	1	Oth Payroll	211.11.6116.000.046.30.0.000.FBG21	\$10,000.00
1	2	1	Employer contribution	211.11.6142.000.046.30.0.000.FBG21	\$10,262.00
1	2	1	Teacher & Prof Salary	211.11.6119.000.046.30.0.000.FBG21	\$113,472.00
1	2	2	Substitutes -Professional Staff	211.11.6112.000.046.30.0.000.FBG21	\$3,000.00
1	2	4	Supply/Material	211.11.6399.000.046.30.0.000.FBG21	\$61,897.00
Sub-Total					\$244,303.00
Budgeted Fund Source Amount					\$293,880.00
+/- Difference					\$49,577.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Software	211.11.6397.000.046.30.0.000.FBG20	\$10,000.00
1	1	4	Student Transport	211.11.6494.000.046.30.0.000.FBG20	\$2,813.00
1	1	4	Oth Reading Material	211.11.6329.000.046.30.0.000.FBG20	\$21,169.30
1	2	3	Region ESC Services	211.13.6239.000.046.30.0.000.FBG20	\$300.00
1	2	3	Region ESC Services	211.23.6239.000.046.30.0.000.FBG20	\$300.00
1	2	4	Supply/ Materials	211.11.6399.000.046.30.0.000.FBG20	\$49,077.77
2	1	2	Teacher Retirement	211.61.6146.000.046.30.0.000.FBG20	\$137.84
2	1	2	Supply/Material	211.61.6399.000.046.30.0.000.FBG20	\$496.23
2	1	2	Medicare	211.61.6141.000.046.30.0.000.FBG20	\$20.15
2	1	2	Workers Comp	211.61.6143.000.046.30.0.000.FBG20	\$10.06
2	1	2	Sub/hr Support Personnel	211.61.6125.000.046.30.0.000.FBG20	\$700.25

211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Misc. Operating Expense	211.61.6499.000.046.30.0.000.FBG20	\$1,099.00
Sub-Total					\$86,123.60
Budgeted Fund Source Amount					\$98,281.00
+/- Difference					\$12,157.40
211 - School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	OTH READING MATERIAL	211.11.6329.699.046.30.0.000.SIG21	\$39,544.00
1	1	4	OTH READING MATERIAL	211.13.6329.699.046.30.0.000.SIG21	\$5,000.00
1	2	1	OTH PAYROLL	211.11.6116.699.046.30.0.000.SIG21	\$19,000.00
1	2	3	REGION ESC SERVICES	211.23.6239699.046.30.0.000.SIG21	\$1,500.00
1	2	4	SUPPLY/MATERIALS	211.11.6399.699.046.30.0.000.SIG21	\$49,931.00
2	1	2	Supply/Material	211.61.6399.699.046.30.000.SIG21	\$28,890.00
2	2	3	MISC. CONTRACTED SERVICES	211.11.6299.000.046.30.0.000.SIG21	\$5,000.00
Sub-Total					\$148,865.00
Budgeted Fund Source Amount					\$144,829.00
+/- Difference					-\$4,036.00
211 - Title I, Part A - TZ Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Supply/ Materials	211.11.6399.000.046.30.0.000.TZI19	\$16,683.95
Sub-Total					\$16,683.95
Budgeted Fund Source Amount					\$32,682.08
+/- Difference					\$15,998.13
Grand Total					\$495,975.55

Addendums