

Spring Branch Independent School District

Spring Forest Middle School

2021-2022 Campus Improvement Plan



Mission Statement

At the heart of SBISD's mission is a core set of shared values that serve to ground and enliven our **collective identity** and **strengthen our commitment** to our mission as educational leaders. The foundation of success, for our students and our school system, is rooted in our core values and these values define the *Spring Branch Way*. Our mission is to provide an inclusive and positive learning environment designed to promote academic, social, and emotional development by cultivating creative and analytical minds that builds the whole of every child to become successful and global citizens.

Vision

To ensure that Every Child learns at high levels of learning that will prepare him or her for life beyond middle school and high school.

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution:

African American 134 14.6% 4.9% 12.6%

Hispanic 385 42.0% 59.2% 52.6%

White 326 35.6% 26.9% 27.4%

American Indian 3 0.3% 0.3% 0.4%

Asian 44 4.8% 6.5% 4.5%

Pacific Islander 1 0.1% 0.0% 0.2%

Two or More Races 23 2.5% 2.2% 2.4%

Economically Disadvantaged 461 50.3% 58.9% 60.6%

Non-Educationally Disadvantaged 455 49.7% 41.1% 39.4%

Section 504 Students 91 9.9% 6.1% 6.5%

English Learners (EL) 132 14.4% 34.2% 19.5%

Students w/ Disciplinary Placements (2017-18) 12 1.2% 0.8% 1.4%

Students w/ Dyslexia 63 6.9% 2.9% 3.6%

At-Risk 480 52.4% 55.6% 50.1%

Demographics Strengths

Our demographic strengths are our diversity within ethnicity and races, which allows for our students to learn more about other cultures and to better understand the world that they live in. Within the dyslexia realm, we celebrate that only 6.88% of our students are still receiving services and that this number is down from those who have been successful and no longer need the support and are successful on their own with the strategies they've learned over time.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The fact that our At Risk and Economically Disadvantaged percentages are so close (52.40% and 50.33%). **Root Cause:** Our economically disadvantaged students are not rising above being at risk through successes at school.

Student Achievement

Student Achievement Summary

Spring Forest Middle School students met acceptable standards in every tested area two years ago. Our students showed growth on two tests, MAP and STAAR. 80% of all students tested in all subjects were at the Approaches Grade Level Standard or Above. 7th grade reading remained at the Master's Level in the first quartile for 2019. Post secondary readiness rose to the first quartile in all levels and earned a distinction. 8th grade social studies' masters' level was at 30%, earning a distinction.

Student success status category for African American, Asian, 2 or more races and EL did not meet expectations.

Student Achievement Strengths

Post secondary readiness and U.S. History received distinction designations based on their high achieving marks on the STAAR exam. 6th and 7th grade mathematics performance at the Master's Level was in the first quartile. 7th grade reading and math earned first quartile marks. 8th grade reading and social studies earned first quartile marks. 54 students in Alegbra I were able to exempt the Algebra EOC test based on high PSAT scores in the fall administration.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: African American and Asian populations are not meeting expectations in Language Arts and Student Success Targets. **Root Cause:** Students are not reading at or above grade level.

School Culture and Climate

School Culture and Climate Summary

Spring Forest is trending in the right direction in regards to improving school culture and school climate. A majority of our parents and families responded favorably towards our culture and climate in the last Panorama survey. However, students have expressed concern in how they identify with School Belonging as only 42% percent of the students responded favorable in this category. 51% of the student body felt that the school climate was appropriate or warming. Unfortunately, only 50% of our students felt that they have a strong social connection with at least one adult on our campus. We grew in all areas of the panorama survey except for the strong social connection school/teacher student relations.

School Culture and Climate Strengths

We continue to increase induction into our National Junior Honor Society in the spring. Our student council participation is on the rise and we have topped 1000 students this school year. Students and families are speaking favorably of the learning and social experience at Spring Forest Middle School and that has drawn more families to be a part of the Bobcat family. In August, the faculty participated in professional development to strengthen the connection between all students and the staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase the students' feeling of belonging and their relationships between students and teachers **Root Cause:** Students' perception of their belonging at SFMS.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Campus curriculum is aligned with district curriculum and state TEKS in each content area. SFMS uses standardized assessment data to measure the impact of curriculum. Teachers meet during PLC time to collaboratively design lessons and assessments and plan for targeting each student where they are. Lesson plans are checked by department chairs. SFMS uses local, state and national designed assessments to measure student performance. Based on these assessments we need to assist African American and Asian students achieve the academic achievement and growth targets. We are in our 4th year since implementation of the MIZ math grant which has shown growth in all areas in math. This year, the PLC's are focusing on unpacking the standards, insuring that all students will achieve at their highest levels and that students and teachers understand the proficiency level in each core curriculum.

Staff Quality, Recruitment, and Retention Strengths

All students in all subjects grew from 78% to 80% in 2019. Math grew in all student groups in academic achievement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Students in African American, Asian, Two or More and EL sub populations did not meet expectations in the student success category **Root Cause:** Students not performing on grade level reading level

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus curriculum is aligned with district curriculum and state TEKS in each content area. SFMS uses standardized assessment data to measure the impact of curriculum. Teachers meet during PLC time to collaboratively design lessons and assessments and plan for targeting each student where they are. Lesson plans are checked by department chairs. SFMS uses local, state and national designed assessments to measure student performance. Based on these assessments we need to assist African American and Asian students achieve the academic achievement and growth targets. We are in our 3rd year since the implementation of the MIZ math grant which has shown growth in all areas in math. This year, the PLC's are focusing on unpacking the standards, insuring that all students will achieve at their highest levels and that students and teachers understand the proficiency level in each core curriculum.

Curriculum, Instruction, and Assessment Strengths

All students in all subjects grew from 78% to 80% in 2019. Math grew in all student groups in academic achievement.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students in African American, Asian, Two or More and EL sub populations did not meet expectations in the student success category **Root Cause:** Students not performing on grade level reading level

Parent and Community Engagement

Parent and Community Engagement Summary

We are in year 5 of our Family Engagement Pilot on our campus. We have increased the percentage of parental involvement on campus over the past two years. More families from diverse backgrounds have engaged in campus initiatives and volunteer more on a regular basis. Our parent liaison, our CIS worker, and other campus personnel work hard to translate all family correspondence to preferred languages and we welcome and seek ideas and feedback on ways families want us to assist them. We have a dedicated parent welcome center for all volunteers where we have technology setup to assist those who may need technical help assessing online resources that connect parents with student achievement data. We also make a conscientious effort to offer multiple options within the day or evening to engage parents that hopefully accomodates their work schedules.

Parent and Community Engagement Strengths

We have translation support for electronic communication as well as live interpretation ability for both Spanish and Arabic

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement remains external, while we would love to open up our "parent center" as a lab for support. **Root Cause:** We need a scope and sequence for parental engagement on campus.

Technology

Technology Summary

We have increased the number of available technical devices by deploying a chromebook to each student. More teachers are promoting anytime, anywhere learning as they provide blended learning opportunities that build students capacity to learn on their own, in small group settings, and from direct teacher delivery through the use of itslearning and various assessment platforms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

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

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2022, Spring Forest Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 5% points at each performance level (approaches, meets, masters) compared to 2020-2021.





2020-21: Reading: 69% (approaches), 44% (meets), 21% (masters); Math: 64% (approaches), 39% (meets), 20% (masters)

2019-20: Not Rated due to COVID

2018-19: Reading: 80% (approaches), 49% (meets), 28% (masters); Math: 84% (approaches), 58% (meets), 27% (masters)

2017-18: Reading: 78% (approaches), 48% (meets), 26% (masters); Math: 81% (approaches), 51% (meets), 21% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.</p> <p>Strategy's Expected Result/Impact: Reached the targeted areas and go above and beyond the expected outcome. This will encourage teachers to utilize data more effectively once teachers and students receive the expected results.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers</p> <p>Funding Sources: Media, PD, Counseling, Health Services, Extracurricular Activities, Maintenance, Security - 199 PIC 99 - Undistributed, Region ESC Services - 211 - Title I, Part A - 6239, Employee Travel - 211 - Title I, Part A - 6411, Instructional Services - 199 PIC 11 - Instructional Services, Substitutes - Professional Staff - 211 - Title I, Part A - 6112, Support Personnel - 211 - Title I, Part A - 6129</p>	Formative		
	Oct	Jan	Apr
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Goal 1: STUDENT ACHIEVEMENT. Every Spring Forest Middle School student will master rigorous academic standards to ensure college and career readiness.

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

2020-21: English Learners 18%; non-English Learners 48%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will evaluate their learning continuum reports from MAP data in order to create small groups to close gaps for students who are below grade level. Identify 3 separate groups of students who are poised to enter the next higher category, Approaches, Meets, and Masters, and tailor instructional practices throughout the year to achieve this goal.</p> <p>Strategy's Expected Result/Impact: The groups of students listed in these targeted areas will move up a level after successfully completing their personal academic plan.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers</p> <p>Funding Sources: Magazines & Periodicals - 211 - Title I, Part A - 6325, Professional Salary - 211 - Title I, Part A - 6119, Books, Other Reading Materials - 211 - Title I, Part A - 6239</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: STUDENT GROWTH: By June 2022, Spring Forest 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 [5]%, Math (6-8) increase by 5%.





2020-21: Reading -35% met CGI; Math - 60% met CGI

2019-20: Not Rated due to COVID

2018-19: Reading -46% met CGI; Math - 47% met CGI

2017-18: Reading - 47% met CGI; Math - 56% met CGI

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Intervention class teachers will support teachers in PLCs, provide intervention support to students, provide training in using MAP data effectively.</p> <p>Strategy's Expected Result/Impact: Produce quantitative data that causes students to reflect on their work. Teachers develop lesson and activities that promote student ownership in increasing their academic performance in all targeted areas.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers</p> <p>Funding Sources: Student Transport - 211 - Title I, Part A - 6494, Student Travel - 211 - Title I, Part A - 6412, Supplies for ESL/Bilingual - 199 PIC 25 - ESL/Bilingual, Supplies for Special Education - 199 PIC 23 - Special Education, Supplies for At Risk School Wide SCE - 199 PIC 30 - At Risk School Wide SCE</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.</p> <p>Strategy's Expected Result/Impact: Raise the level of academic success for all students across their specific academic trajectory.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers</p> <p>Funding Sources: Technology Equipment - 211 - Title I, Part A - 6398 - \$12,000, Misc. Contract Services - 211 - Title I, Part A - 61.6299 - \$500, Supplies - 211 - Title I, Part A - 6399 - \$38,533, Software - 211 - Title I, Part A - 6397 - \$2,000, Misc. Operating Expenses - 211 - Title I, Part A - 6499 - \$1,500</p>	Formative		
	Oct	Jan	Apr
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Goal 1: STUDENT ACHIEVEMENT. Every Spring Forest 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 post-secondary success.

Fall 2021: 708 students enrolled in one or more advanced courses

Fall 2020: 707 students enrolled in one or more advanced courses

Fall 2019: 815 students enrolled in one or more advanced courses

Evaluation Data Sources: Skyward Course Enrollment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct audit of course participation by reviewing grades and teacher survey. Strategy's Expected Result/Impact: Identify students for advanced academic instruction. Staff Responsible for Monitoring: Grade level counselors and assistant principals.	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Introduce family survey to identify areas of strength where students can push themselves to succeed in advanced academic instruction. Strategy's Expected Result/Impact: Increase participation rate in advance academic instruction courses. Staff Responsible for Monitoring: Grade level counselors and assistant principals.	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or $\geq 80\%$.

2020-21: TELPAS Progress Rate 50%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide in class support via paraprofessional staff. Strategy's Expected Result/Impact: Individualized support on academic performance. Staff Responsible for Monitoring: EL Department Chair	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of IXL for targeted intervention support. Strategy's Expected Result/Impact: Individualized academic support and growth. Staff Responsible for Monitoring: EL Department Chair	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Spring Forest Middle School students who feel connected as both individuals and learners will increase by at least 5%.

2020-21: 42% School Belonging
 2019-20: Not Rated due to COVID
 2018-19: 44% School Belonging
 2017-18: 44% School Belonging





Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Build advisory lessons that define what school belonging is and reach out for student feedback that identifies areas they feel we need to address as a campus. Providing rewarding opportunities for staff to increase their attendance during student lead activities to help promote the teacher-student relationship.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who feel they are connected to at least one adult on campus. Build a school climate and environment that encourages student participation and buy in and diminishes the opportunities for students to feel excluded.</p> <p>Staff Responsible for Monitoring: Opportunity Culture - Social and Emotional Teacher Teachers All Staff</p> <p>Funding Sources: Misc. Contract Services - 211 - Title I, Part A - 13.6299, Texian Time Machine, Misc. Contract Services - 211 - Title I, Part A - 11.6299 - \$4,000</p>	Formative		
	Oct	Jan	Apr
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Goal 2: STUDENT SUPPORT. Every Spring Forest Middle School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

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





Evaluation Data Sources: Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
<p>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 Funding Sources: CTE Materials & Supplies - 199 PIC 22 - Career & Technology, Supplies & Materials - 211 - Title I, Part A - 61.6399 - \$317</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>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</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>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 Funding Sources: Teacher & Professional Salary - 211 - Title I, Part A - 61.6119</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STUDENT SUPPORT. Every Spring Forest 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 Forest Middle School will complete a 4-year plan aligned to their endorsement to ensure graduation requirements are met.





Evaluation Data Sources: 4-Year Plan
Endorsement Selection Form

Strategy 1 Details	Formative Reviews		
Strategy 1: 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity. Staff Responsible for Monitoring: Administrators Counselors	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in a Bridge Year event to explore high growth and high demand jobs. Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment. Staff Responsible for Monitoring: Administrators Counselors	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year. Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade. Staff Responsible for Monitoring: Administrators Counselors	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will complete a 4-Year Plan prior to entering 9th grade. Strategy's Expected Result/Impact: All 8th grade students will: -choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school. Staff Responsible for Monitoring: Administrators Counselors	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





Evaluation Data Sources: Campus emergency operation procedures documents

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Services		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$35,716.00
+/- Difference					\$35,716.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	CTE Materials & Supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,275.00
+/- Difference					\$9,275.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies for Special Education		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,310.00
+/- Difference					\$1,310.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies for ESL/Bilingual		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,000.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$5,000.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies for At Risk School Wide SCE		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,325.00
+/- Difference					\$10,325.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Media, PD, Counseling, Health Services, Extracurricular Activities, Maintenance, Security		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$41,970.00
+/- Difference					\$41,970.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region ESC Services	6239	\$0.00
1	1	1	Employee Travel	6411	\$0.00
1	1	1	Substitutes - Professional Staff	6112	\$0.00
1	1	1	Support Personnel	6129	\$0.00
1	2	1	Magazines & Periodicals	6325	\$0.00
1	2	1	Professional Salary	6119	\$0.00
1	2	1	Books, Other Reading Materials	6239	\$0.00
1	3	1	Student Transport	6494	\$0.00
1	3	1	Student Travel	6412	\$0.00
1	3	2	Technology Equipment	6398	\$12,000.00
1	3	2	Misc. Contract Services	61.6299	\$500.00
1	3	2	Supplies	6399	\$38,533.00
1	3	2	Software	6397	\$2,000.00
1	3	2	Misc. Operating Expenses	6499	\$1,500.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Misc. Contract Services	13.6299	\$0.00
2	1	1	Texian Time Machine, Misc. Contract Services	11.6299	\$4,000.00
2	2	1	Supplies & Materials	61.6399	\$317.00
2	2	3	Teacher & Professional Salary	61.6119	\$0.00
Sub-Total					\$58,850.00
Budgeted Fund Source Amount					\$211,650.00
+/- Difference					\$152,800.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$97,700.00
+/- Difference					\$97,700.00
Grand Total					\$58,850.00

Addendums