# Spring Branch Independent School District

# Spring Woods Middle School

# 2021-2022 Campus Improvement Plan

# Mission Statement

At Spring Woods Middle School, our mission is to guarantee exceptional academic and social learning for all students.

# Vision

At Spring Woods Middle School, our vision is for every student to be an amazing citizen, STEAM ready and 21st century literate, so that they will be T-2-4 ready when they leave SWMS.

# 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**

Total Students: 860
Ethnic Distribution:
African American 85 10%
Hispanic 750 85%
White 39 5%
Asian 10 1%
Two or more or Other 20 2%
Economically Disadvantaged 815 95%
Special Education 125 14%
English Language Learners (ELL) 412 48%
Title 1 Participation 860 100%

**Demographics Strengths**

The majority of students come from families who value education and have been in the school system since elementary school, including a cohort of students who participate in the dual language progam.
Families have a strong sense of family and unity due to the strong cultural awareness. Parents have a high regard for school and promote student attendance. Attendance is on the rise, but needs to be continued to be reinforced.
Students are involved in extracurricular activities--many teachers and staff have created opportunities for student-interest groups, including clubs, athletics, fine-arts programs, robotics, Odyseey of the Mind, and other student-based interest groups. We believe every student should be part of a program at the school level. Connectiveness has a positive impact on student achievement, attendance, and the morale of a student.
Teachers care about the students and their families and go above and beyond their duties in order to support the "whole-child."

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students enter in 6th grade below grade level, specifically our ELLs. Only 25% of ELL students are making one year growth, according to TELPAS results from the 2018-2019 school year. **Root Cause:** ELL instructional strategies need to continue to be a focus in order to strengthen tier 1 instruction. Teachers have gained capacity on tier 1 instruction, but more strengthening is needed.

# Student Learning

**Student Learning Summary**

Due to Covid 19, throughout the year there were inconsistencies with student attendance.  Some students who were quarantined for 10 days at a time. 70% of students who were virtual to start the year, and 50% through the semester.  None of the goals were met for any content area for any levels of approaches, meets, and masters. Another factor for not meeting our student achievement goals was that our master schedule did not provide the time  for teachers to meet on a daily or weekly basis (PLC). Instructional rounds and observations (ILT) were not as consistent as previous years, due to part of the ILT availibility to go into classrooms together.

Regardless, the data will show that the 8th grade cohorot of students made 20% increase over the three years at SWMS, in the approaches level in reading.  Also, we doubled the amount of students taking algebra from the 2019-2020 to 2020-2021 school year, accounting for a large portion of math students who are not accounted in the scores below.

2020-2021 Preliminary STAAR data:

Subject Approaches Meets Masters
Reading Total  50%/26%/11%
Math Total 42%/18%/9%
Writing Total 44%/18%/3%
Science Total 45%/24%/9%
Soc. Studies Total 30%/10%/3%

2018-2019 STAAR data:

Subject Total tested Approaches Meets Masters Approaches Meets Masters Approaches Meets Masters
Reading Total 781 418 54% 186 24% 62 8% 47% 18% 7% 7
%
6% 1%
Math Total 781 513 66% 241 31% 67 9% 43% 15% 4%
23%
16%
5%
Writing Total 232 110 47% 47 20% 14 6% 35% 14% 3%
12
%
6% 3%
Science Total 246 137 56% 65 26% 22 9% 36% 15% 6%
20%

**Student Learning Strengths**

Students made significant academic progress in all content areas, at each level of approaches, meet and masters, based on the 2018-2019 STAAR tests. However, during the 2020-2021 school year, the campus maintained reading, writing, and social studies scores, but fell below in math and science.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Although our students are making progress, many students are still below grade level, have gaps in learning from previous years, and many students are not at the meets and the masters level. **Root Cause:** Tier 1 instruction has improved, but still needs to be strengthened with rigor in order to increase academic success of students. Teachers are having to use instructional time to address learning gaps and there needs to be more emphasis on quality of first round instruction to support all students, then the RTI system to support tier 3 (learning gaps) and tier 2 (reteach of on-grade level instruction).

# School Processes & Programs

**School Processes & Programs Summary**

The administration team consists of an instructional leader over each department--Math, ELA, Science, and Social Studies. The instructional leader also oversees other areas such as special education, athletics, and electives. Each instructional leader also collaborates with an instructional coach in each content area.  For the 2021-2022 school year, a new position has been created, Middle School Instructional Facilitator, in order to support all contents/instruction.  Specifically, the Middle School Instructional Facilitator will streamline PLC processes and instructional strategies for all content areas.  Each Assistant principal is over a grade level and along with a counselor, they loop with their students, as part of a cohort.

The master schedule has been created in order to support student achievement in reading and math, as well as support newcomers and ELLs. Specifically, students who have not passed STAAR math have been double-blocked to support student specific deficit areas. A true newcomer reading and math program has been created for first year students, and an ELL reading lab has been created to support beginner and intermediate ELLs.  The master schedule was modified for this school year to 8 periods/day for students, in order to provide content teachers with an additional PLC meeting time, aside from their daily planning times.  The additional PLC time will allow for teachers to collaborate on a daily basis, focusing on the PLC process.   A robust robotics program has been added for all grade levels, as well as continued opportunities for fine-arts and athletic programs.

An RTI model was created during the 2019-2020 school year and has been modified for the 2021-2022 school year.  The CAIS position will continue for the coming year to continue to build the RTI systems.

The current bell schedule continues to have an extended part of the school day, 8:00-8:40AM in order to provide extension and intervention (tier 2 support) for students in all acadmemic areas, during a time that does not interfere with tier 1 instructional time.

**School Processes & Programs Strengths**

The staff consists of individual members that have many strengths for planning, coaching and instructional leadership.  As we approach the fourth year of PLC work, we continue to work through the 10 Essential Standards (ES) identified by each grade level content team, in order to continue to develop smart goals and continue focusing on what is most critical during the 2021-2022 school year.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Many systems, such as PLC work, RTI, SEL are new and the staff is still developing in these areas. We need more time to master systems and continue building capacity in order to see the positive results we seek in our school culture. **Root Cause:** There was not a system of effective PLCs and RTI systems in place before and we have added several new teachers over the last couple of years who are new to the building as well.

# Perceptions

**Perceptions Summary**

Spring Woods MS staff includes a wide-range of teaching experience.  For the 2021-2022 school year, two first year teachers were added to the ELA team.  The vast majority of the teaching staff has between 3-7 years of teaching experience.  Adding novice teachers to an experienced team always provides an opportunity for the team to develop and build capacity for the first year teacher as well as the team.

At Spring Woods MS, we believe in a culture of collaboration.  During the 2019-2020 and 2020-2021 school year, all content teams developed an understanding of a true PLC and completed the year with identifiying top 10 essential standards for each content area/grade level.  Also, each content team went through an entire PLC process for an essential standard.  Collaboration and having a true PLC process has helped developed teachers and build capacity of teams.  Through PLCs and analyzing data, effective teachers share best practices, based on their results.

For the 2021-2022 school year, 60 experienced teachers are returning and 16 new employees will be joining (14 have prior teaching experience).  A few new positions were created, and a few teachers were moved to other content areas, based on need and teacher requests. Teachers not returning have resigned/transfered/promoted for various reasons.  While the campus recognizes the need for teachers to develop and seek other opportunities, due to personal or financial reasons, Spring Woods MS is committed to retaining highly effective teachers, through leadership opportunities at the campus level.  Spring Woods MS created several committees, such as the safety, PBIS, CIT, and PLC Coalition groups, in order to provide staff voice and recommendation/decision making to occur throughout the campus.  In addition, content department chairs serve as another opportunity to lead on the campus and build campus leaders.  Culture and moral are significant in creating reasons for staff to remain on campus.  During past years more emphasis has been put on celebrating and recongizing teacher success, although we acknowledge more can be done to celebrate staff success.

**Perceptions Strengths**

The campus is experiencing significant academic gains in all content areas.  Through various platforms including the campus website, Twitter, Instagram, and ItsLearning, we are able to publish more accomplishments about the campus and build on the narrative that Spring Woods Middle School is a highly-effective middle school campus and option for students and families.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The families belief that previous low achievement and the perception that SWMS is not a good campus has created a negative narrative. **Root Cause:** At one time, the campus was experiencing a negative decline in student achievement and increase in negative student behavior. There was not an academic focus on the campus.

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

**Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

**Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Running Records results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Gifted and talented data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# Goals

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

**Performance Objective 1:** ACHIEVEMENT: By June 2022, Spring Woods Middle School will increase student performance on STAAR Grades 6-8 exams in reading by at least 5 points at each performance level (approaches, meets, masters) and in math by at least 20 points for approaches, 5 points for for meets, and Masters.

2020-21: Reading: 50% (approaches), 26% (meets), 11% (masters); Math: 42% (approaches), 18% (meets), 9% (masters)
2019-20: Not Rated due to COVID
2018-19: Reading: 54% (approaches), 24% (meets), 8% (masters); Math: 66% (approaches), 31% (meets), 9% (masters)
2017-18: Reading: 48% (approaches),18% (meets), 7% (masters); Math: 43% (approaches), 15% (meets), 4% (masters)

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR 3-8 Reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teachers and students will use data trackers for each content/section and track student progress after each formative and summative assessment. Teachers will use the trackers to have data conversations with students, create goals with students, as it pertains to their current achievement level on specific TEKS, and determine student learning objectives needed to progress to next level (approach, meets, and mastery). Using this system, teachers will be able to identify which students need to be targeted for small group instruction and other reteach opportunities. Students would be able to self identify areas of strengths and areas of weakness to address. Students will be able to progress monitor their own growth. | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| Use of chromebooks for class wide integration of technology. Use of STEMscopes and Edusmart to increase rigor and student-centered activities in science instruction. Purchase and use of Scholastic reading magazines for various contents--cross curricular literacy--reading materials. Use of purchasing books for family libraries, in order to increase literacy. Use of STAAR master for Social Studies to support facilitation of intervention on specific TEKS. Use of IXL software for campus wide interventions (specific students and TEKS) Purchase of supplies to support interactive notebooks for students to refer for reteach opportunities. Purchase and use of books to the library and classrooms in order to increase literacy on the campus. Purchase of books to provide families with home libraries. Purchase and use of ESL reading and software materials to support all students in the areas of listening, reading, writing, and speaking. (Saddleback and Houghton Mifflin Harcourt) Non-instructional hours and days, such as Saturdays, afterschool, and summer breaks will be used to provide interventions, using data. Purchase of other supplies to support small group instruction, such as white boards, printers, post-it notes, pencils, paper, pens, markers. Professional Salaries to support the PLC process and ESL instruction | 80% | | |

**Strategy's Expected Result/Impact:** Positive teacher-student relationships.
A culture of focus on specific academic needs of each student.
Student investment in their learning and outcomes, which will increase student achievement.

**Staff Responsible for Monitoring:** Administration
Leadership Team
Teachers

**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**

**Funding Sources:** Professional Salaries - 211 - Title I, Part A - 6119 - $303,703, Reading materials - 211 - Title I, Part A - $30,000, other supplies - 199 PIC 25 - ESL/Bilingual - $11,875, ELA supplies and other Supplies for Interactive notebooks - 211 - School Improvement Grant - $15,000, instructional supplies and materials - 211 - School Improvement Grant - $25,462, Other Instructional Supplies - 211 - Title I, Part A - $57,967, Technology equipment for classrooms and individual student use - 211 - School Improvement Grant - $14,000, Document Cameras - 211 - School Improvement Grant - $5,000, other supplies - 199 PIC 11 - Instructional Services - $20,121, Student supplies for instruction - 211 - School Improvement Grant - $10,000, Supplemental Pay for tutorials and interventions including buses - 211 - School Improvement Grant - $50,000, Software for SpEd dept - 199 PIC 23 - Special Education - $2,500, SS STAAR Master - 199 PIC 30 - At Risk School Wide SCE - $5,000, Interventions - 199 PIC 30 - At Risk School Wide SCE - $37,680, Reading supplies and software for interventions - 199 PIC 99 - Undistributed - $5,000, Books for family libraries - 211 - Title I, Part A - $25,000, Other Supplies - 199 PIC 99 - Undistributed - $18,830

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** A system of effective PLC sessions and coaching cycle feedback will be used to first, identify the TEKS/standards which will be assessed and how we are creating lessons to support the learning of those TEKS. Particular attention will be given to the effectiveness of first-quality instruction (High-Five instructional strategies), ensuring that lessons are aligned to the objectives and assessments, which are aligned to the STAAR tests. Second, lessons and assessments will be reviewed before they go live, to ensure the rigor is aligned to STAAR expectations. Third, observation/feedback will be provided to teachers, specifically on the effectiveness and rigor of lessons/assessments. Lastly, follow-up observations will be used to determine growth in teaching capacity in the area of rigor. | Formative | | |
| | Oct | Jan | Apr |
| **Strategy's Expected Result/Impact:** Teaching capacity will increase, thus have a positive impact on student achievement. The rigor of instruction and assessments will increase, thus creating a higher expectation for students and their outcomes on achievement. | 75% | | |
| **Staff Responsible for Monitoring:** Administration Leadership Team Teachers | | | |
| **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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy** | | | |
| **Funding Sources:** Supplemental Pay for PLC sessions - 211 - Title I, Part A | | | |
| 0% No Progress        100% Accomplished        → Continue/Modify        ✕ Discontinue | | | |

**Goal 1:** STUDENT ACHIEVEMENT. Every Spring Woods 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 Woods 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 16%; non-English Learners 36%
2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 1

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** An RTI system, centered around academics will be created in order to support students not meeting academic achievement at Tier 1, 2, and or 3. Monitor and check system will be used to determine the effectiveness of first-quality of instruction. If students do not master Tier 1 instruction, RTI team will support student with interventions at each level.  The master scheduled has been modified to support students with tier 2 instruction (1st period flex time) and in-class small group instruction, as well as tier 3 (math lab and reading double-block time).<br><br>**Strategy's Expected Result/Impact:** Student achievement will increase for all students. A system will be in place to refer students to the IAT team, if identified services are not effective for specific students.<br>**Staff Responsible for Monitoring:** Administrative Leadership Team<br>Teachers. | **Formative** | | |
| | Oct | Jan | Apr |
| | 50% | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** All resources and budget will be aligned to meet the needs of our most at-risk students and mission/vision, based on student data and evaluation. The Campus Improvement Team will review the progress of students and determine what support services may be needed/purchased to support campus goals. Also, the effectiveness of said programs will be evaluated, using student quantitative feedback and teacher qualitative feedback.<br><br>**Strategy's Expected Result/Impact:** Increase of student achievement.<br>Campus culture focused on student achievement and a focus on a common mission/vision will increase.<br>Teacher retention will increase.<br>**Staff Responsible for Monitoring:** Administration<br>All Staff<br>Campus Improvement TEAM | **Formative** | | |
| | Oct | Jan | Apr |
| | 50% | | |

| **Strategy 3 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 3:** The school-wide writing initiative (created in 19-20) will continue to be implemented, integrating all contents with common and effective writing strategies. The PLC sessions will be used for teachers to showcase student work/artifacts of interactive notebook in order to determine best writing practices and identify any misconceptions, which may need to be corrected. Other "High-Fives" will be further developed and implemented in daily instruction in order to assist all learners, especially ELLs. | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| **Strategy's Expected Result/Impact:** Teaching capacity, focused on writing will increase for all content area teachers. ELL and all students will benefit from an increase in writing in all content areas, leading to more significant progress, as evidenced by TELPAS scores. Student achievement will increase in all areas. **Staff Responsible for Monitoring:** Administration leadership and teachers. | 65% | | |

0% No Progress      100% Accomplished      ➡ Continue/Modify      ✖ Discontinue

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

**Performance Objective 3:** STUDENT GROWTH: By June 2022, Spring Woods 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 points, Math (6-8) increase by 5 points.

2020-21: Reading - 32% met CGI; Math - 42% met CGI
2019-20: Not Rated due to COVID
2018-19: Reading - 49% met CGI; Math - 45% met CGI
2017-18: Reading - 33% met CGI; Math - 38% met CGI

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teachers and administration for each content area will collaborate and lead effective PLC sessions in order to discuss TEKS/standards, create an assessment aligned to the standards, determine student outcomes, and through using data and teacher's sharing best instructional strategies, support students who have not mastered the standards as well as expand on student learning, if mastered. Scholastic instructional materials (magazines) will be purchased to increase literacy through all content areas. "Other Reading Materials" will be used to support literacy throughout campus. 1. Purchase and use of Mentoring Minds in order to support students with interventions in content areas. 2. Administration team will attend Region 4 training in order to build capacity on the team on the subject area of STAAR accommodations and supports. 3. Use of chromebooks and iPads for class wide integration of technology. 4. Math IXL software in order to support all learners with math instruction. 5. STEM scopes to support science and other content areas. 6. IStation and other software will be used to support all learners with reading instruction.<br>    **Strategy's Expected Result/Impact:** Effective PLC meetings will increase teacher capacity in the areas of planning, teaching, and using data to increase student achievement.<br>    **Staff Responsible for Monitoring:** Administration leadership TEAM will participate in PLC meetings and provide feedback<br>    **Funding Sources:** Instructional materials and software - 211 - Title I, Part A, general supplies for teaching instruction - 199 PIC 99 - Undistributed, Instructional materials and software - 199 PIC 11 - Instructional Services | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| | 70% | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Data Driven Instruction: Teachers in all content areas will use data (MAP, formative assessments, and STAAR tests) in order to determine what needs to be taught/retaught, using whole group and small group instruction. Teachers will create assessments, aligned to STAAR, and use the results to prioritize learning, focused on individual students.<br>    **Strategy's Expected Result/Impact:** Teachers will focus on individual academic needs, based on data. Teachers will monitor student progress and achievement towards individual students' goals. Teachers will have a clear understanding of the effectiveness of their teaching and be able to learn and modify in order to support students.<br>    **Staff Responsible for Monitoring:** Administration Leadership TEAM | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| | 70% | | |

| **Strategy 3 Details** | | **Formative Reviews** | | |
|---|---|---|---|---|
| **Strategy 3:** Observations and feedback will be provided to teachers on a weekly basis. Observations will be aligned to T-TESS standards as well as campus goals in the areas of "High-Fives," and items outlined and agreed upon in the effective PLC sessions. | | **Formative** | | |
| | | **Oct** | **Jan** | **Apr** |
| **Strategy's Expected Result/Impact:** Teachers will build capacity in first-quality of instruction. Teachers will be able to use feedback in order to improve teaching and learning outcomes for students. <br> **Staff Responsible for Monitoring:** Administration leadership TEAM <br> **Funding Sources:** Instructional resources - 199 PIC 11 - Instructional Services | | 50% | | |
| 0% No Progress          100% Accomplished          Continue/Modify          ✕ Discontinue | | | | |

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

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

Fall 2021:  500 students enrolled in one or more AAC class.
Fall 2020:  438 students enrolled in one or more PAP/AP class.
Fall 2019:  511 students enrolled in one or more PAP/AP class.

**Evaluation Data Sources:** Skyward Course Enrollment Data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** The campus ILT will look at data from MAP and PSA tests to determine students who would benefit from being moved to a AAC course. | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| **Strategy's Expected Result/Impact:** This would increase the exposure of AAC to our students and community, increasing student achievement. <br> **Staff Responsible for Monitoring:** ILT, counselors, CAIS <br> **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 | 60% | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** The campus will create various parent webinars and meetings throughout the year in order to increase awareness of our AAC and STEM programs on the campus. | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| **Strategy's Expected Result/Impact:** Parent awareness would increase student participation in our STEM and AAC courses. <br> **Staff Responsible for Monitoring:** ILT and counselors. <br> **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | 60% | | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ❌ Discontinue |

**Goal 1:** STUDENT ACHIEVEMENT. Every Spring Woods 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 ≥ 80%.

2020-21: TELPAS Progress Rate 28%
2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 3

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** In addition to our Reading labs for ELs, we will implement school wide highly effective instructional strategies for ELs and all students (The High Fives).  The High Fives will include Content/Language Objectives, Data Driven Instruction, Checks for Understanding, Go Visual, and Student Discourse. | **Formative** | | |
| | Oct | Jan | Apr |
| **Strategy's Expected Result/Impact:** Language acquisition will increase for all ELs in the areas of reading, writing, speaking, and listening.<br>**Staff Responsible for Monitoring:** ILT | 60% | | |
| Strategy 2 Details | Formative Reviews | | |
| **Strategy 2:** Use the master schedule to create sheltered instruction classes for newcomers, as well as create two reading teaching units--one for beginners and intermediate students and the second for intermediate to advanced students.  Teachers will use Read 180 and Read 40 programs to support literacy with our ELs. | **Formative** | | |
| | Oct | Jan | Apr |
| **Strategy's Expected Result/Impact:** Language acquisition will increase for all ELs in the areas of reading, writing, speaking, and listening.<br>**Staff Responsible for Monitoring:** Dr. Herrera and Mr. Ismail.<br>**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy** | 60% | | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue | | | |

**Goal 2:** STUDENT SUPPORT. Every Spring Woods 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 Woods Middle School students who feel connected as both individuals and learners will increase by at least 10 points.

2020-21: 39% School Belonging
2019-20: Not Rated due to COVID
2018-19: 37% School Belonging
2017-18: 42% School Belonging

**Evaluation Data Sources:** Panorama Student Survey

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teachers will use Professional Development of PBIS, Restorative Justice, Character Strong, and other social emotional strategies learned, throughout the instructional day, in order to build relationships with students and determine social and emotional needs of students.<br>     **Strategy's Expected Result/Impact:** Teachers and students will build stronger relationships with all stakeholders, which will increase attendance and decrease discipline.<br>     **Staff Responsible for Monitoring:** Administration Leadership TEAM<br>     Teachers | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| | 50% | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** An RTI model for Social Emotional Learning will be created, consisting of SEL leaders. The SEL leaders will meet weekly in order to identify (through teacher recommendations and attendance data) students and their various needs. The SEL leaders will prescribe support for specific students using the RTI model of Tier 1, 2, and 3 interventions. The SEL leaders will determine the effectiveness of each intervention and determine any next steps, depending on student outcomes.<br>     **Strategy's Expected Result/Impact:** Teachers and students will build stronger relationships with all stakeholders, which will increase attendance and decrease discipline. Students will have their individual SEL needs met.<br>     **Staff Responsible for Monitoring:** Administration Leadership team<br>     SEL team--Counselors, Behavioral Specialist, CISm CYS, and SEL Liaison.<br>     Attendance data and teacher feedback will be used to identify and monitor student progress as well. | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| | 50% | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** A school wide system of identifying programs of interest, in addition to established fine-arts, athletics, robotics, and other clubs, will be used to ensure every student participates in at least one extra-curricular program. Instruments needed in order to support students with involvement on school campus, which would increase attendance and academic performance. Use of MakerSpace and Odyseey of Mind Materials in order to create a school-wide interest in STEAM opportunities, centered in the school library). | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| **Strategy's Expected Result/Impact:** Student attendance and achievement will increase and student discipline will decrease. Teacher and student relationships with all stakeholders will increase. **Staff Responsible for Monitoring:** All Staff Members **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Funding Sources:** Materials for MakerSpace and Odyseey of Mind - 199 PIC 22 - Career & Technology - $2,000, Materials for culinary Arts - 199 PIC 22 - Career & Technology - $1,905 | 50% | | |
| 0% No Progress          100% Accomplished          ➡ Continue/Modify          ✖ Discontinue | | | |

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

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

    **Evaluation Data Sources:** Training materials and attendance rosters

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Students will build soft skills to enhance their secondary and post-secondary opportunities. | Formative | | |
| **Strategy's Expected Result/Impact:** Students will obtain higher scores on the Panorama SEL Skills Survey. **Staff Responsible for Monitoring:** Administrators Counselors Teachers | Oct | Jan | Apr |
| | 50% | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Students will develop the skills to make effective goals and decisions around career planning. | Formative | | |
| **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:** Adminstrator Counselor | Oct | Jan | Apr |
| | 50% | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Through the implementation of Character Strong, students will become more socially aware of how their actions and decisions impact others. | Formative | | |
| **Strategy's Expected Result/Impact:** Decrease in discipline incidents. **Staff Responsible for Monitoring:** Administrators Counselors Teachers | Oct | Jan | Apr |
| | 0% | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Goal 2:** STUDENT SUPPORT. Every Spring Woods 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 Woods Middle School 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. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Students will determine if they want to pursue a career and technical opportunity. | **Oct** | **Jan** | **Apr** |
| **Staff Responsible for Monitoring:** Administrators Counselors | 0% | | |
| Strategy 2 Details | Formative Reviews | | |
| **Strategy 2:** Students will participate in a Bridge Year event to explore high growth and high demand jobs. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Students will learn about these career opportunities for paths to gainful employment. | **Oct** | **Jan** | **Apr** |
| **Staff Responsible for Monitoring:** Administrators Counselors | 0% | | |
| 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. | **Formative** | | |
| **Strategy's Expected Result/Impact:** All students will have a full schedule of courses selected for 9th grade. | **Oct** | **Jan** | **Apr** |
| **Staff Responsible for Monitoring:** Administrators Counselors | 0% | | |
| Strategy 4 Details | Formative Reviews | | |
| **Strategy 4:** Students will complete a 4-Year Plan prior to entering 9th grade. | **Formative** | | |
| **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 | **Oct** | **Jan** | **Apr** |
| | 0% | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |

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

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

    **Evaluation Data Sources:** Campus Safety Committee roster

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety. <br>The Campus will purchase and use Kickboard as a PBIS tool in order to increase attendance, school belongings, and decrease discipline referrals. <br>    **Strategy's Expected Result/Impact:** Each Campus principal will recruit a safety team and provide a roster. <br>    Each campus team will meet three times/year so that all campuses will be <br>    able to refine safety practices. <br>    **Staff Responsible for Monitoring:** Administrators <br>    **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 | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| | 70% | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. <br>    **Strategy's Expected Result/Impact:** Campus will develop action plans to address andy deficiencies as a result of safety audits. <br>    **Staff Responsible for Monitoring:** Administrators <br>    Safety Committee | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| | 70% | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** The campus will provide instructional opportunities for parents to engage on the campus--ESL, technology, and other items to build capacity <br>    **Strategy's Expected Result/Impact:** Parents will be more involved and students will feel more connected with the campus. <br>    **Staff Responsible for Monitoring:** Admin <br>    **Title I Schoolwide Elements:** 2.4, 2.6, 3.1 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture <br>    **Funding Sources:** PD opportunities for families - 211 - Title I, Part A | **Formative** | | |
| | **Oct** | **Jan** | **Apr** |
| | 50% | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

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

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

**Evaluation Data Sources:** Campus emergency operation procedures documents

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. | Formative | | |
| | Oct | Jan | Apr |
| **Strategy's Expected Result/Impact:** Campus EOP turned in and filed by September 1st. **Staff Responsible for Monitoring:** Administrators | 100% | 100% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. | Formative | | |
| | Oct | Jan | Apr |
| **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 | 100% | 100% | 100% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Goal 4:** FISCAL RESPONSIBILITY. Spring Woods 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. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Error free records. Documentation of purchases and orders. **Staff Responsible for Monitoring:** Principal Administrative Assistant | **Oct** | **Jan** | **Apr** |
| | 100% | 100% | 100% |
| 0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue | | | |

# Campus Funding Summary

| | | | **199 PIC 11 - Instructional Services** | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | other supplies | | $20,121.00 |
| 1 | 3 | 1 | Instructional materials and software | | $0.00 |
| 1 | 3 | 3 | Instructional resources | | $0.00 |
| | | | | **Sub-Total** | $20,121.00 |
| | | | | **Budgeted Fund Source Amount** | $20,121.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | **199 PIC 22 - Career & Technology** | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 1 | 3 | Materials for MakerSpace and Odyseey of Mind | | $2,000.00 |
| 2 | 1 | 3 | Materials for culinary Arts | | $1,905.00 |
| | | | | **Sub-Total** | $3,905.00 |
| | | | | **Budgeted Fund Source Amount** | $3,905.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | **199 PIC 23 - Special Education** | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Software for SpEd dept | | $2,500.00 |
| | | | | **Sub-Total** | $2,500.00 |
| | | | | **Budgeted Fund Source Amount** | $2,500.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | **199 PIC 25 - ESL/Bilingual** | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | other supplies | | $11,875.00 |
| | | | | **Sub-Total** | $11,875.00 |
| | | | | **Budgeted Fund Source Amount** | $11,875.00 |
| | | | | **+/- Difference** | $0.00 |

## 199 PIC 30 - At Risk School Wide SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | SS STAAR Master | | $5,000.00 |
| 1 | 1 | 1 | Interventions | | $37,680.00 |
| | | | | **Sub-Total** | $42,680.00 |
| | | | | **Budgeted Fund Source Amount** | $42,680.00 |
| | | | | **+/- Difference** | $0.00 |

## 199 PIC 99 - Undistributed

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | Reading supplies and software for interventions | | $5,000.00 |
| 1 | 1 | 1 | Other Supplies | | $18,830.00 |
| 1 | 3 | 1 | general supplies for teaching instruction | | $0.00 |
| | | | | **Sub-Total** | $23,830.00 |
| | | | | **Budgeted Fund Source Amount** | $23,830.00 |
| | | | | **+/- Difference** | $0.00 |

## 211 - Title I, Part A

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | Professional Salaries | 6119 | $303,703.00 |
| 1 | 1 | 1 | Reading materials | | $30,000.00 |
| 1 | 1 | 1 | Other Instructional Supplies | | $57,967.00 |
| 1 | 1 | 1 | Books for family libraries | | $25,000.00 |
| 1 | 1 | 2 | Supplemental Pay for PLC sessions | | $0.00 |
| 1 | 3 | 1 | Instructional materials and software | | $0.00 |
| 3 | 1 | 3 | PD opportunities for families | | $0.00 |
| | | | | **Sub-Total** | $416,670.00 |
| | | | | **Budgeted Fund Source Amount** | $416,670.00 |
| | | | | **+/- Difference** | $0.00 |

## 211 - School Improvement Grant

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | ELA supplies and other Supplies for Interactive notebooks | | $15,000.00 |
| 1 | 1 | 1 | instructional supplies and materials | | $25,462.00 |
| 1 | 1 | 1 | Technology equipment for classrooms and individual student use | | $14,000.00 |

| 211 - School Improvement Grant | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Document Cameras | | $5,000.00 |
| 1 | 1 | 1 | Student supplies for instruction | | $10,000.00 |
| 1 | 1 | 1 | Supplemental Pay for tutorials and interventions including buses | | $50,000.00 |
| | | | | **Sub-Total** | $119,462.00 |
| | | | | **Budgeted Fund Source Amount** | $119,462.00 |
| | | | | **+/- Difference** | $0.00 |
| **282 ARP21 (ESSER III Campus Allocations)** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $87,000.00 |
| | | | | **+/- Difference** | $87,000.00 |
| | | | | **Grand Total** | $641,043.00 |

# Addendums