

Spring Branch Independent School District

Spring Oaks Middle School

2021-2022 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.

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

Spring Oaks Demographics Summary:

90% Hispanic

5% White

3% African American

92.3% Economically disadvantaged

81% At-risk

54% 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 have time built into their day to engage in the PLC 7 steps including analyzing and unpacking the TEKS prior to the unit, creating SMART goals for the essentials standards that are measured through common formative assessments, and analyzing data to develop acceleration and intervention plans.

The math department provides a math lab class to students in need of additional intervention. The ELAR department has two class periods (90 minutes) focused on balanced literacy while allowing in class intervention and extension.

Math, ELA, and Science all give the NWEA MAP assessment 3 times annually to monitor student growth and identify needed scaffolds to support grade level content. District benchmarks and common formative assessments are utilized in all content areas to guide instruction.

In order to support student academic achievement SOMS will continue to focus on Tier 1 and Tier 2 instruction in the classroom- focusing on a shift from just looking at data to utilizing data to guide instruction.

Resources used at SOMS include Motivation Math, Math Coach, Engaging Math, Closing the Distance, IXL, Imagine Math, All In Learning, Edgenuity, Pathwats and Abydos.

Interventions provided for all core contents including Tier 2 and Tier 3 RtI groupings based on data twice weekly during advisory time as well as Math and ELAR interventionists pulling students for Tier 3 intervention. Teachers also host before school, lunch, and after school tutorials and Saturday ROAR tutorials.

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 increase our PLC capacity by implementing the processes we have developed over the past two years and continue to refine the PLC process in order help us achieve our goals as a school. SOMS ILT will host weekly learning walks and provide departments feedback. We will record four cycles of PLC 7 Steps in our PLC Celebration Dashboard.

What to continue: PLC intentional agendas (both department and team) PLC meeting minutes with actions items highlighted, monitored PLC data dives, PLC collaborative team products and archiving PLC work in the PLC celebrations dashboard, department weekly walkthroughs and calibrated feedback cycles, calibrated lesson plan feedback

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: Spring Oaks uses a multi-tiered discipline referral process. Teachers complete the referral form by describing behaviors and completing several Tier 1 interventions such as redirection, private 1 on 1 conversations with the student about the behavior and then contacting the parent. If the behavior continues the teachers are asked to document at least 2 more tier one interventions on the referral form and start documenting the tier 2 interventions that include project class and parent teacher conferences. When the referral has exhausted all tier 1 and 2 requirements then the referral is given to the grade level AP for further interventions. Teachers retain a copy of the referral form.

School Programs:

Project class: How do we message this each day in classrooms by teachers? Teachers at SOMS are given a set of project class posters to display in their classrooms. Project class behaviors are discussed as a part of the morning announcements. New

teachers to SOMS attend PC training, can refer students to T2 and T3 intervention via PC referral to our PC coach who is here a full day one day a week throughout the school year.

Boys and Girls Club: The Boys and Girls club before and after school programs has highly benefited our students and their connectedness to school. Students and families attend multiple events throughout the year on campus.

Panther Success Academy/Campus-wide RtI: "What I Need" time every Tuesday/Thursday morning for 30 minutes

Panther R.O.A.R. – Saturday STAAR tutorials from 8am-12pm (reading/writing, math, science, social studies)

Teacher's College Reading and Writing Project – all ELA teachers

School Processes & Programs Strengths

Core content teams continue to develop 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, continue to hone our PLC processes which includes archiving the PLC work in the PLC celebrations dashboard and using the PLC Collaborative team products template to document the 7 steps for each PLC cycle performed.

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 on the 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 meeting 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 teacher of record. 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 7, 2021

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 2022, Spring Oaks Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 5% at each performance level (approaches, meets, masters).

2020-21: Reading: 59% (approaches), 30% (meets), 13% (masters); Math: 57% (approaches), 23% (meets), 4% (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

Strategy 1 Details	Formative Reviews		
Strategy 1: ELA, Math, Science, Social Studies and electives will be supported by Campus Instructional Specialists and TLS 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 Funding Sources: TECHNOLOGY - 211 - Title I, Part A - 211.116398.000.046.30.000.FBG22 - \$41,433, Region ESC Services - 211 - Title I, Part A - 211.23.000.046.30.0.000.FBG22 - \$500, Region ECS Services - 211 - Title I, Part A - 211.13.6239.000.046.30.0.000.FBG22 - \$500	Formative		
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Strategy 2 Details	Formative Reviews		
<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 all grade levels implementation with support from Chris Newton, District Humanities Support.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students at meets and masters levels on STAAR Reading.</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> <p>Funding Sources: Substitutes - 211 - Title I, Part A - 211.11.6112.000.046.30.0.000.FBG22 - \$3,000, Travel Employess - 211 - Title I, Part A - 211.23.6411.000.046.30.0.000.FBG22 - \$6,000, OTH READING MATERIAL - 211 - Title I, Part A - 211.23.6329.000.046.30.0.000.FBG22 - \$1,000, MISC. OPERATING EXPENSES - 211 - Title I, Part A - TZ Grant - 211.13.6499.000.046.30.0.000.TZI19, Travel Employees - 211 - Title I, Part A - 211.13.6411.000.046.30.0.000.FBG22 - \$2,000, Misc Contract Services - 211 - Title I, Part A - 211.23.6299.000.046.30.0.000.FBG22 - \$7,000, Misc Contract Services - 211 - Title I, Part A - 211.11.6299.000.046.30.0.000.FBG22 - \$6,000</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<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: MISC Operating Expense - 211 - Title I, Part A - 211.11.6499.000.046.30.0.000.FBG22 - \$5,000, Misc Operating Expense - 211 - Title I, Part A - 211.23.6499.000.046.30.0.000.FBG22 - \$3,000</p>	Formative		
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Strategy 4 Details	Formative Reviews		
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: Student Transportation - 211 - Title I, Part A - 211.11.6494.000.046.30.0.000.FBG22 - \$3,000	Formative		
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Strategy 5 Details	Formative Reviews		
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, SpEd department)) 2) coordinating with the Humanities Department to provide additional support to continue implementation and refining the Teacher's College workshop model in 6th, 7th, and 8th ELA 3) Refining our RtI process and structures (CAIS) 4) Effectively utilizing ITSL, Google Suite, All In Learning, Go Formative and supporting teachers in this work (TLS) 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	Formative		
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Strategy 6 Details	Formative Reviews		
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.	Formative		
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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: By June 2022, 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.

2020-21: English Learners 19%; non-English Learners 36%





2019-20: Not Rated due to COVID

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELA, Math, Science, Social Studies and electives will be supported by Campus Instructional Specialists (LeJoi Thomas, Allison Burt, Erika Conroy, Eric Johnke, Lesli Brown) and TLS (Candice Nichols) to support the PLC culture and ensure teachers follow the PLC 7 Step process:</p> <ol style="list-style-type: none"> 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 <p>Strategy's Expected Result/Impact: Increased overall achievement in math, specifically in meets and masters.</p> <p>Staff Responsible for Monitoring: Administrators, 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</p> <p>Funding Sources: Oth Payroll - 211 - Title I, Part A - 211.11.6116.000.046.30.0.000.FBG22 - \$10,000, Employer contribution - 211 - Title I, Part A - 211.11.6142.000.046.30.0.000.FBG22 - \$5,400, Teacher Retirement - 211 - Title I, Part A - 211.11.6146.000.046.30.0.000.FBG22 - \$18,202, Medicare - 211 - Title I, Part A - 211.11.6141.000.046.30.0.000.FBG22 - \$2,562, Teacher & Prof Salary - 211 - Title I, Part A - 211.11.6119.000.046.30.0.000.FBG22 - \$153,150, Workers Comp - 211 - Title I, Part A - 211.11.6143.000.046.30.0.000.FBG22 - \$1,129, Support Personnel - 211 - Title I, Part A - 211.11.6129.000.046.30.0.000.FBG22 - \$10,566</p>	Formative		
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Strategy 2 Details		Formative Reviews		
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 all grade levels implementation with support from Chris Newton, District Humanities Support. Strategy's Expected Result/Impact: Increase percentage of students at meets and masters levels on STAAR ELAR and Writing. Staff Responsible for Monitoring: Administrator/ELA Campus Instructional Leaders DCs 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		Formative		
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Strategy 3 Details		Formative Reviews		
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. Strategy's Expected Result/Impact: Increase in approaches, meets, and masters levels on STAAR EOY assessment. Staff Responsible for Monitoring: Administrators Instructional Coaches/Interventionists 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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		
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Strategy 4 Details		Formative Reviews		
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Strategy 5 Details	Formative Reviews		
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, SPED Department) 2) coordinating with the Humanities Department to provide additional support to begin implementation of the workshop model in ELA 3) Refresher RtI training the RtI process (CAIS) 4) ITSL, Google Suite, All In Learning, Go Formative, Go Guardian support (TLS) 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	Formative		
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<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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 2022, 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 5 points, Math (6-8) increase by 5 points.

2020-21: Reading - 31% met CGI; Math - 47% met CGI

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

Strategy 1 Details	Formative Reviews		
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	Formative		
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		Oct	Jan	Apr
Strategy 4 Details		Formative Reviews		
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		Formative		
		Oct	Jan	Apr
Strategy 5 Details		Formative Reviews		
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, SpEd department)) 2) coordinating with the Humanities Department to provide additional support to continue implementation and refining the Teacher's College workshop model in 6th, 7th, and 8th ELA 3) Refining our RtI process and structures (CAIS) 4) Effectively utilizing ITSL, Google Suite, All In Learning, Go Formative and supporting teachers in this work (TLS) 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		Formative		
		Oct	Jan	Apr

Strategy 6 Details	Formative Reviews		
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.	Formative		
	Oct	Jan	Apr
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </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 2021: 239 students enrolled in one or more advanced courses

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for Economically Disadvantaged and At-Risk students to participate in Fine Arts and AAC 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 AAC 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	Formative		
	Oct	Jan	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Goal 1: STUDENT ACHIEVEMENT. Every Spring Oaks 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 27%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
Strategy 1: [Add Strategies]	Formative		
	Oct	Jan	Apr
<div> <div> No Progress  Accomplished  Continue/Modify  Discontinue </div> </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 2022, the % of Spring Oaks Middle School students who feel connected as both individuals and learners will increase by at least 5 points.

2020-21: 64% School Rigorous Expectations ; 53% School Teacher-Student Relationship; 50% School Climate ; 40% School Belonging ; 57 % School Safety
 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Students are recognized for achievement by perfect attendance a 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	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
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: Overtime - 211 - Title I, Part A - 211.61.6121.000.046.30.0.000.FBG22 - \$1,000, Supply/Material - 211 - Title I, Part A - 211.61.6399.000.046.30.0.000.FBG22 - \$1,171, Misc Operating Expense - 211 - Title I, Part A - 211.61.6499.000.046.30.0.000.FBG22 - \$1,000, Misc Contract Services - 211 - Title I, Part A - 211.61.6299.000.046.30.0.000.FBG22 - \$1,500	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
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 Funding Sources: Misc Contract Services - 211 - Title I, Part A - 211.13.6299.000.046.30.0.000.FBG22 - \$7,000	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
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 Funding Sources: Software - 211 - Title I, Part A - 211.116397.000.046.30.0.000.FBG22 - \$16,109	Formative		
	Oct	Jan	Apr
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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





Strategy 1 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
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. 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	Formative		
	Oct	Jan	Apr
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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





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 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	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 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	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 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	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 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	Formative		
	Oct	Jan	Apr
<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

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. 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	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
<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

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. Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
<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)

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> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$73,441.00
+/- Difference					\$73,441.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,660.00
+/- Difference					\$2,660.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$930.00
+/- Difference					\$930.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,875.00
+/- Difference					\$9,875.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,025.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$16,025.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$14,660.00
+/- Difference					\$14,660.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TECHNLOLOGY	211.116398.000.046.30.000.FBG22	\$41,433.00
1	1	1	Region ESC Services	211.23.000.046.30.0.000.FBG22	\$500.00
1	1	1	Region ECS Services	211.13.6239.000.046.30.0.000.FBG22	\$500.00
1	1	2	Substitutes	211.11.6112.000.046.30.0.000.FBG22	\$3,000.00
1	1	2	Travel Employess	211.23.6411.000.046.30.0.000.FBG22	\$6,000.00
1	1	2	OTH READING MATERIAL	211.23.6329.000.046.30.0.000.FBG22	\$1,000.00
1	1	2	Travel Employees	211.13.6411.000.046.30.0.000.FBG22	\$2,000.00
1	1	2	Misc Contract Services	211.23.6299.000.046.30.000.FBG22	\$7,000.00
1	1	2	Misc Contract Services	211.11.6299.000.046.30.0.000.FBG22	\$6,000.00
1	1	3	MISC Operating Expense	211.11.6499.000.046.30.0.000.FBG22	\$5,000.00
1	1	3	Misc Operating Expense	211.23.6499.000.046.30.0.000.FBG22	\$3,000.00
1	1	4	Student Transportation	211.11.6494.000.046.30.0.000.FBG22	\$3,000.00
1	2	1	Oth Payroll	211.11.6116.000.046.30.0.000.FBG22	\$10,000.00
1	2	1	Employer contribution	211.11.6142.000.046.30.0.000.FBG22	\$5,400.00
1	2	1	Teacher Retirement	211.11.6146.000.046.30.0.000.FBG22	\$18,202.00
1	2	1	Medicare	211.11.6141.000.046.30.0.000.FBG22	\$2,562.00
1	2	1	Teacher & Prof Salary	211.11.6119.000.046.30.0.000.FBG22	\$153,150.00
1	2	1	Workers Comp	211.11.6143.000.046.30.0.000.FBG22	\$1,129.00
1	2	1	Support Personnel	211.11.6129.000.046.30.0.000.FBG22	\$10,566.00
1	2	4	Supply/Material	211.11.6399.000.046.30.0.000.FBG22	\$17,327.23
2	1	2	Overtime	211.61.6121.000.046.30.0.000.FBG22	\$1,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Supply/Material	211.61.6399.000.046.30.0.000.FBG22	\$1,171.00
2	1	2	Misc Operating Expense	211.61.6499.000.046.30.0.000.FBG22	\$1,000.00
2	1	2	Misc Contract Services	211.61.6299.000.046.30.0.000.FBG22	\$1,500.00
2	1	3	Misc Contract Services	211.13.6299.000.046.30.0.000.FBG22	\$7,000.00
2	1	5	Software	211.116397.000.046.30.0.000.FBG22	\$16,109.00
Sub-Total					\$324,549.23
Budgeted Fund Source Amount					\$337,110.00
+/- Difference					\$12,560.77
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					\$70,000.00
211 - Title I, Part A - TZ Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	MISC. OPERATING EXPENSES	211.13.6499.000.046.30.0.000.TZI19	\$0.00
1	2	4	Supply/ Materials	211.11.6399.000.046.30.0.000.TZI19	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$32,682.08
+/- Difference					\$32,682.08
Grand Total					\$324,549.23

Addendums