

Spring Branch Independent School District
Spring Forest Middle School
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution:

African American 134 14.6% 4.9% 12.6%

Hispanic 385 42.0% 59.2% 52.6%

White 326 35.6% 26.9% 27.4%

American Indian 3 0.3% 0.3% 0.4%

Asian 44 4.8% 6.5% 4.5%

Pacific Islander 1 0.1% 0.0% 0.2%

Two or More Races 23 2.5% 2.2% 2.4%

Economically Disadvantaged 461 50.3% 58.9% 60.6%

Non-Educationally Disadvantaged 455 49.7% 41.1% 39.4%

Section 504 Students 91 9.9% 6.1% 6.5%

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

Students w/ Disciplinary Placements 12 1.2% 0.8% 1.4%

Students w/ Dyslexia 63 6.9% 2.9% 3.6%

At-Risk 480 52.4% 55.6% 50.1%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

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

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

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

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

School Culture and Climate

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Campus curriculum is aligned with district curriculum and state TEKS in each content area. SFMS uses standardized assessment data to measure the impact of curriculum. Teachers meet during PLC time to collaboratively design lessons and assessments and plan for targeting each student where they are. Lesson plans are checked by department chairs. SFMS uses local, state and national designed assessments to measure student performance. Based on these assessments we need to assist African American and Asian students achieve the academic achievement and growth targets. We are in our 5th year since implementation of the MIZ math grant which has shown growth in all areas in math. This year, the PLCs are focusing on unpacking the standards, insuring that all students will achieve at their highest levels and that students and teachers understand the proficiency level in each core curriculum.

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus curriculum is aligned with district curriculum and state TEKS in each content area. SFMS uses standardized assessment data to measure the impact of curriculum. Teachers meet during PLC time to collaboratively design lessons and assessments and plan for targeting each student where they are. Lesson plans are checked by department chairs. SFMS uses local, state and national designed assessments to measure student performance. Based on these assessments we need to assist African American and Asian students achieve the academic achievement and growth targets. We are in our 5th year since the implementation of the MIZ math grant which has shown growth in all areas in math. This year, the PLCs are focusing on unpacking the standards, insuring that all students will achieve at their highest levels and that students and teachers understand the proficiency level in each core curriculum.

Curriculum, Instruction, and Assessment Strengths

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

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

Technology

Technology Summary

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

Priority Problem Statements

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2023, Spring Forest Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 5% points at each performance level (approaches, meets, masters).

2021-22: Reading: 77% (approaches), 53% (meets), 34% (masters); Math: 74% (approaches), 46% (meets), 23% (masters)

2020-21: Reading: 70% (approaches), 44% (meets), 22% (masters); Math: 65% (approaches), 39% (meets), 20% (masters)

Evaluation Data Sources: State Accountability Report Domain 1 (available mid- August)


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

Strategy 2 Details	Reviews			
<p>Strategy 2: Lead Instructional Leadership Team members use of agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.</p> <p>Strategy's Expected Result/Impact: Reached the targeted areas and go above and beyond the expected outcome. This will encourage teachers to utilize data and implement instructional strategies more effectively once teachers and students receive the expected results.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and campus leaders use a framework for instruction, including instructional material use, that contains high leverage practices</p> <p>Strategy's Expected Result/Impact: Reached the targeted areas and go above and beyond the expected outcome. This will encourage teachers to utilize data and implement instructional strategies more effectively once teachers and students receive the expected results.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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





Performance Objective 2: STUDENT GROWTH: Spring Forest Middle School will increase the % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and by 5% points year over year on STAAR Progress.

2021-22: Reading - 43% met CGI; Math - 46% met CGI; 70% of STAAR Progress (Baseline Year)

Evaluation Data Sources: BOY to MOY MAP Reports Grades 6-8

Year over year STAAR progress Grades 6-8 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details	Reviews			
<p>Strategy 1: Intervention class teachers will support teachers in PLCs, provide intervention support to students, provide training in using MAP data effectively.</p> <p>Strategy's Expected Result/Impact: Produce quantitative data that causes students to reflect on their work. Teachers develop lesson and activities that promote student ownership in increasing their academic performance in all targeted areas.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers</p> <p>Funding Sources: Student Travel - 211 - Title I, Part A - 6412, Student Transport - 211 - Title I, Part A - 6494, Supplies for Special Education - 199 PIC 23 - Special Education, Supplies for ESL/Bilingual - 199 PIC 25 - ESL/Bilingual, Supplies for At Risk School Wide SCE - 199 PIC 30 - At Risk School Wide SCE</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.</p> <p>Strategy's Expected Result/Impact: Raise the level of academic success for all students across their specific academic trajectory.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers</p> <p>Funding Sources: Supplies - 211 - Title I, Part A - 6399 - \$34,974, Misc. Operating Expenses - 211 - Title I, Part A - 6499 - \$1,500, Software - 211 - Title I, Part A - 6397 - \$2,000, Technology Equipment - 211 - Title I, Part A - 6398 - \$12,000, Misc. Contract Services - 211 - Title I, Part A - 61.6299 - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: In line with HB4545 students will receive targeted intervention through before and after school tutorials, intervention through weekly Advisory block, and Saturday Intervention Camp.</p> <p>Strategy's Expected Result/Impact: Raise the level of academic success for all students across their specific academic trajectory.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 3: ADVANCED COURSES: Increase the number of students enrolled in advanced courses.

Fall 2022: 655 students enrolled in one or more advanced courses

Fall 2021: 683 students enrolled in one or more advanced courses

Evaluation Data Sources: Skyward Course Enrollment Data





Strategy 1 Details	Reviews			
Strategy 1: Conduct audit of course participation by reviewing grades and teacher survey. Strategy's Expected Result/Impact: Identify students for advanced academic instruction. Staff Responsible for Monitoring: Grade level counselors and assistant principals.	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Introduce family survey to identify areas of strength where students can push themselves to succeed in advanced academic instruction. Strategy's Expected Result/Impact: Increase participation rate in advance academic instruction courses. Staff Responsible for Monitoring: Grade level counselors and assistant principals.	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Counseling team will meet with incoming 6th graders and families in the spring semester to discuss AAC opportunities for all children. Strategy's Expected Result/Impact: Increase participation rate in advance academic instruction courses. Staff Responsible for Monitoring: Grade level counselors and assistant principals.	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Family E3 Parent Liaison to host workshops for incoming 6th grade families regarding selection of AAC courses. Strategy's Expected Result/Impact: Increase participation rate in advance academic instruction courses. Staff Responsible for Monitoring: Grade level counselors and assistant principals.	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 15 percentage points or \geq to 80%.

2021-22: TELPAS Progress Rate 42% (Based on completed TELPAS administrations in both 2021 and 2022.)





Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Reviews			
Strategy 1: Provide in class support via paraprofessional staff. Strategy's Expected Result/Impact: Individualized support on academic performance. Staff Responsible for Monitoring: EL Department Chair	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of IXL for targeted intervention support. Strategy's Expected Result/Impact: Individualized academic support and growth. Staff Responsible for Monitoring: EL Department Chair	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Our Math and Science departments will implement "Talk Read Talk Write" strategies introduced by SBISD's Multilingual Department. Through a series of professional development, observations and debrief teachers will improve efficacy of EB student support. Strategy's Expected Result/Impact: Individualized academic support and growth. Staff Responsible for Monitoring: EL Department Chair	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students will complete TELPAS speaking bootcamp through a series of Advisory lessons. Strategy's Expected Result/Impact: Individualized academic support and growth. Staff Responsible for Monitoring: EL Department Chair and Reading Interventionist.	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: STUDENT SUPPORT. Spring Forest Middle School students will benefit from multi-tiered systems of support.

Performance Objective 1: INTERVENTIONS: By June 2023, Spring Forest Middle School will implement TIER II interventions with students identified as needing additional supports in reading and/or math.





Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: In line with HB4545 students will receive targeted intervention through before and after school tutorials, intervention through weekly Advisory block, and Saturday Intervention Camp.</p> <p>Strategy's Expected Result/Impact: Raise the level of academic success for all students across their specific academic trajectory.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Teachers Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Spring Forest Middle School students will benefit from multi-tiered systems of support.

Performance Objective 2: EIGHTH GRADE PLANNING: 100% of 8th graders at Spring Forest Middle School will complete a 4-year plan aligned to their endorsement to ensure graduation requirements are met.





Evaluation Data Sources: 4-Year Plan, Endorsement Selection Form

Strategy 1 Details	Reviews			
<p>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</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>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</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>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</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: STUDENT SUPPORT. Spring Forest Middle School students will benefit from multi-tiered systems of support.

Performance Objective 3: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, Spring Forest Middle School will implement at least three strategies that advance the focus on Core Characteristics for every child.





Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will continue with year 2 implementation of PBIS with our campus expectations centered around Responsibility, Inclusion, Striving for results, and being Engaged (RISE) also aligned with Core Characteristics. Grade levels will have "house" competitions to display Core Characteristics.</p> <p>Strategy's Expected Result/Impact: Increase positive behavioral outcomes and increase student belonging on campus .</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, and SEL Specialist.</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Core Characteristics will be featured in Grade Level Assemblies once every grading period, aligned with our PBIS Initiative.</p> <p>Strategy's Expected Result/Impact: Increased focus and use of common language around desired, and exhibited, behavior.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors and SEL Specialist.</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be recognized with Core Characteristics Character Awards, in alignment with PBIS initiative, once every grading period during grade level awards assemblies.</p> <p>Strategy's Expected Result/Impact: Increased awareness of Core Characteristics in addition to further alignment to desired behaviors.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors and SEL Specialist.</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.





Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will continue with year 2 implementation of PBIS with our campus expectations centered around Responsibility, Inclusion, Striving for results, and being Engaged (RISE). Strategy's Expected Result/Impact: Decrease in disciplinary referrals through a focus on positive intervention. Staff Responsible for Monitoring: Campus Administration, Counselors, SEL Specialist, and Teachers.</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade level assemblies will be hosted each 9 weeks in alignment with our campus PBIS acronym (RISE). Strategy's Expected Result/Impact: Decrease in disciplinary referrals through a focus on positive intervention. Staff Responsible for Monitoring: Campus Administration, Counselors, and SEL Specialist.</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Core Characteristics recognitions, in alignment with PBIS initiative, will be awarded to students during each grading period's grade level awards assembly. Students will be recognized for displaying core characteristics. Strategy's Expected Result/Impact: Increased awareness of expected behaviors, and alignment to student and staff recognition. Staff Responsible for Monitoring: Campus Administrators, Counselors and SEL Specialist.</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Performance Objective 3: EMERGENCY OPERATIONS: Maintain 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	Reviews			
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p>Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: FISCAL RESPONSIBILITY. Spring Forest Middle School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

Strategy 1 Details	Reviews			
<p>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</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bi-annual meetings with district staff to review both General and Title 1 budgets. Strategy's Expected Result/Impact: Ensure effective and efficient fiscal management of resources and operations. Staff Responsible for Monitoring: Campus Principal and Administrative Assistant.</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Bi-weekly meetings between campus principal and administrative assistant to review both General and Title 1 Budgets. Strategy's Expected Result/Impact: Ensure effective and efficient fiscal management of resources and operations. Staff Responsible for Monitoring: Campus Principal and Administrative Assistant.</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Services		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$43,166.00
+/- Difference					\$43,166.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,760.00
+/- Difference					\$12,760.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies for Special Education		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,420.00
+/- Difference					\$2,420.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies for ESL/Bilingual		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,000.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$6,000.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies for At Risk School Wide SCE		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,025.00
+/- Difference					\$12,025.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Media, PD, Counseling, Health Services, Extracurricular Activities, Maintenance, Security		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$37,890.00
+/- Difference					\$37,890.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region ESC Services	6239	\$0.00
1	1	1	Employee Travel	6411	\$0.00
1	1	1	Substitutes - Professional Staff	6112	\$0.00
1	1	1	Support Personnel	6129	\$0.00
1	2	1	Student Transport	6494	\$0.00
1	2	1	Student Travel	6412	\$0.00
1	2	2	Technology Equipment	6398	\$12,000.00
1	2	2	Misc. Contract Services	61.6299	\$500.00
1	2	2	Supplies	6399	\$34,974.00
1	2	2	Software	6397	\$2,000.00
1	2	2	Misc. Operating Expenses	6499	\$1,500.00
Sub-Total					\$50,974.00
Budgeted Fund Source Amount					\$292,200.00
+/- Difference					\$241,226.00

282 ARP21 (ESSER III Campus Allocations)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$153,930.00
+/- Difference					\$153,930.00
Grand Total Budgeted					\$560,391.00
Grand Total Spent					\$50,974.00
+/- Difference					\$509,417.00