

# **Spring Branch Independent School District**

## **Spring Woods Middle School**

### **2022-2023 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 program.

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, Odyssey of the Mind, and other student-based interest groups. We believe every student should be part of a program at the school level. Connectedness 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 availability to go into classrooms together.

Regardless, the data will show that the 8th grade cohort 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 academic 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 identifying 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/transferred/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 recognizing 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 CANVAS, 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

# Goals

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

**Performance Objective 1: ACHIEVEMENT:** By June 2023, Spring Woods Middle School will increase student performance on STAAR Grades 6-8 exams in reading by at least 14 percentage points for approaches, 7 percentage points for meets and masters and in math by at least 24 percentage points for approaches, 10 percentage points for meets and masters.

2021-22: Reading: 56% (approaches), 33% (meets), 16% (masters); Math: 46% (approaches), 15% (meets), 4% (masters)





2020-21: Reading: 50% (approaches), 26% (meets), 11% (masters); Math: 42% (approaches), 18% (meets), 9% (masters)

**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The instructional leadership team; administrators, instructional facilitator, instructional specialists, and campus assessment and intervention specialist, will evaluate weekly lesson plans and conduct frequent instructional walks in all academic and elective classrooms. Instructional specialists will ensure that material and supply purchases align to the curriculum and student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Instructional Facilitator and Specialists  Campus Assessment and Intervention Specialist (CAIS)</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supply/Materials - 199 PIC 11 - Instructional Services - 6399 - \$22,160, Supply/Materials - 199 PIC 11 - Instructional Services - 6399 - \$4,185, Professional Salaries - 211 - Title I, Part A - 6119 - \$372,808, Supply/Materials - 199 PIC 22 - Career &amp; Technology - 6399 - \$4,480, Supply/Materials - 199 PIC 25 - ESL/Bilingual - 6399 - \$7,700, Supply/Materials - 211 - Title I, Part A - 6399 - \$60,692, Supply/Materials - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$19,950, Software - 211 - Title I, Part A - 6397 - \$8,500, Supply/Materials - 199 PIC 23 - Special Education - \$1,000, Substitutes - 199 PIC 23 - Special Education - 6122 - \$480, Substitutes - 199 PIC 11 - Instructional Services - 61*2 - \$5,000, Other rentals - 199 PIC 11 - Instructional Services - 6269 - \$10,800</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Learning Communities (PLC) consisting of the grade-level content teachers and the content instructional specialist, will meet three times a week for instructional planning, calibrating, evaluating and determining next steps.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Facilitator Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> 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</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers, with the assistance of the instructional facilitator and instructional specialists will utilize Lead4ward strategies for planning and develop a calendar and implementation plan for introducing students to new test question formats.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will become familiar with new testing formats and preform at higher levels on tests.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Facilitator Instructional Specialists</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supply/Materials - 199 PIC 99 - Undistributed - 6399 - \$10,000, Supply/Materials - 199 PIC 11 - Instructional Services - 6399 - \$3,921</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 2: STUDENT GROWTH:** Spring Woods Middle School will increase the % of students demonstrating progress in reading and math by 10 percentage points or more on MOY MAP and by 15 percentage points year over year on STAAR Progress.

2021-22: Reading - 40% met CGI; Math - 43% met CGI; 59% 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><b>Strategy 1:</b> Students, teachers and the instructional leadership team will use data trackers for each content area to track student progress after formative and summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective PLC meetings will increase teacher capacity in the areas of planning, teaching, and using data to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Facilitator and Specialists Campus Assessment and Intervention Specialist</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Software - 211 - Title I, Part A - 6397 - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselors will place students into classes that are appropriate for their specific instructional needs: -Advanced academic classes (AAC), dual language, and algebra for academically able students -Leveled English as a second language classes (ESL) and reading classes for emergent bilingual (EB) students -Resource classes and in-class support for special education (SE) students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize the departmental instructional framework and the Spring Woods Middle School "High Fives" when planning and delivering instruction. The High Fives are:</p> <ul style="list-style-type: none"> <li>-Framing the lesson with content and language objectives</li> <li>-Teaching in the power zone</li> <li>-Ensuring student discourse</li> <li>-Using frequent technology for learning</li> <li>-Checking for understanding</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, instructional facilitator and instructional specialists</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supply/Materials - 199 PIC 99 - Undistributed - 6399 - \$9,130, Supply/Materials - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$27,000, Substitutes - 199 PIC 30 - At Risk School Wide SCE - 6112 - \$200, Misc Operating Expense - 199 PIC 30 - At Risk School Wide SCE - 6499 - \$1,000</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 1: STUDENT ACHIEVEMENT.** Spring Woods 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: 439 students enrolled in one or more advanced courses

Fall 2021: 445 students enrolled in one or more advanced courses

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will utilize prior year data and current year incoming data to place students into advanced courses and programs including:</p> <ul style="list-style-type: none"> <li>-AAC courses</li> <li>-Algebra</li> <li>-Advanced Spanish</li> <li>-Dual Language Program</li> <li>-Career and Technology programs (technology, hospitality, broadcasting)</li> </ul> <p>Counselor will also encourage students to take credit by exams (CBE) in order to take more rigorous courses.</p> <p><b>Strategy's Expected Result/Impact:</b> This would increase the exposure of AAC to our students and community, increasing student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Campus Assessment and Intervention Specialist</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Technology equipment - 199 PIC 11 - Instructional Services - 6398 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
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 Accomplished
 Continue/Modify
 Discontinue


**Goal 1: STUDENT ACHIEVEMENT.** Spring Woods 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 10 percentage points or  $\geq$  to 80%.


2021-22: TELPAS Progress Rate 33% (Based on completed TELPAS administrations in both 2021 and 2022.)


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize instructional strategies to develop language skills for EB students in all content classes:                      -SWMS High Five: Framing the lesson with content and language objectives,                      -Talk, Read, Talk, Write strategies,                      -Schedule bilingual teacher assistants into classes with beginning level EB students, and                      -Place qualified students into the dual language program.</p> <p><b>Strategy's Expected Result/Impact:</b> Language acquisition will increase for all EBs in the areas of reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Instructional Facilitator                      ESL Instructional Specialist</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      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                      - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supply/Materials - 199 PIC 25 - ESL/Bilingual - 6399 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue



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

**Performance Objective 1: INTERVENTIONS:** By June 2023, Spring Woods 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><b>Strategy 1:</b> Students will be placed in four-day-a-week intervention classes based on previous year's STAAR scores, other test results, and teacher recommendations to improve student master levels. Other interventions/tutorials may be added after school, on Saturdays, and on breaks (winter, spring, summer) as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn missed skills to improve academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Campus Assessment and Intervention Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supply/Materials - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$50,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All English language arts teachers including ESL and reading resource teachers will provide 15 minutes of intervention daily as part of their instructional framework and lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will improve academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Facilitator English Language Arts Instructional Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2: EIGHTH GRADE PLANNING:** 100% of 8th graders at Spring Woods 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><b>Strategy 1:</b> All 8th grade students will participate in Guthrie campus visits to learn more about CTE Programs of Study. Students will have opportunities to explore other college and career options beyond the CTE Programs of Study including field trips, experiences and presentations about the various options.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will determine if they want to pursue a career and technical opportunity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors</p> <p><b>Funding Sources:</b> Student transportation - 211 - Title I, Part A - 6494 - \$25,000, Student transportation - 199 PIC 11 - Instructional Services - 6494 - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will complete the course selection process aligned to their career and endorsement path in preparation of their 9th grade year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have a full schedule of courses selected for 9th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Principal 8th grade Assistant Principal Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will complete a 4-Year Plan prior to entering 9th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> All 8th grade students will: -choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal 8th Grade Assistant Principal Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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 Woods 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 Woods 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><b>Strategy 1:</b> Counselors will provide structured lessons to teachers on the core characteristics of the T24 graduate during Friday advisory/enrichment classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become aware of opportunities in and beyond high school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors Behavior Specialist</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Morning video announcements will be used to highlight the core characteristics of the T24 graduate on Wednesdays; college day at SWMS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become aware of opportunities in and beyond high school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus displays will be utilized to promote and remind students of the core characteristics of a T24 graduate.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become aware of opportunities in and beyond high school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3: SAFE SCHOOLS.** Spring Woods 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><b>Strategy 1:</b> Teachers will comply with schoolwide discipline and management routines:</p> <ul style="list-style-type: none"> <li>-Hall passes</li> <li>-Tardy procedures</li> <li>-Discipline procedures</li> <li>-Before school, between classes, and after school duty assignments to ensure high expectations for all students.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> Supply/Materials - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize a tracking system to monitor, award and redirect student expectations and behaviors. The school will use Kickboard or a similar system as a PBIS tool in order to increase attendance, create a positive school culture, and decrease discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Behavior Specialist</p> <p><b>Funding Sources:</b> Software - 211 - Title I, Part A - 6397 - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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 Woods 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><b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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 Woods 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><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> 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><b>Strategy's Expected Result/Impact:</b> Campus EOP turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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 Woods 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><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money.  <b>Strategy's Expected Result/Impact:</b> Error free records.                      Documentation of purchases and orders.  <b>Staff Responsible for Monitoring:</b> Principal                      Administrative Assistant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Update and receive input about the budget and spending plan from the Campus Improvement Team at each meeting  <b>Strategy's Expected Result/Impact:</b> Campus decision-makers will be up-to-date on budget priorities of the school.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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	Supply/Materials	6399	\$22,160.00
1	1	1	Substitutes	61*2	\$5,000.00
1	1	1	Supply/Materials	6399	\$4,185.00
1	1	1	Other rentals	6269	\$10,800.00
1	1	3	Supply/Materials	6399	\$3,921.00
1	3	1	Technology equipment	6398	\$1,000.00
2	2	1	Student transportation	6494	\$4,000.00
<b>Sub-Total</b>					\$51,066.00
<b>Budgeted Fund Source Amount</b>					\$51,066.00
<b>+/- Difference</b>					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supply/Materials	6399	\$4,480.00
<b>Sub-Total</b>					\$4,480.00
<b>Budgeted Fund Source Amount</b>					\$4,480.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	6122	\$480.00
1	1	1	Supply/Materials		\$1,000.00
<b>Sub-Total</b>					\$1,480.00
<b>Budgeted Fund Source Amount</b>					\$1,480.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supply/Materials	6399	\$7,700.00
1	4	1	Supply/Materials	6399	\$5,000.00



199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$12,700.00
<b>Budgeted Fund Source Amount</b>					\$12,700.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supply/Materials	6399	\$19,950.00
1	2	3	Misc Operating Expense	6499	\$1,000.00
1	2	3	Substitutes	6112	\$200.00
<b>Sub-Total</b>					\$21,150.00
<b>Budgeted Fund Source Amount</b>					\$21,150.00
<b>+/- Difference</b>					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supply/Materials	6399	\$10,000.00
1	2	3	Supply/Materials	6399	\$9,130.00
<b>Sub-Total</b>					\$19,130.00
<b>Budgeted Fund Source Amount</b>					\$19,130.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Salaries	6119	\$372,808.00
1	1	1	Software	6397	\$8,500.00
1	1	1	Supply/Materials	6399	\$60,692.00
1	2	1	Software	6397	\$10,000.00
2	2	1	Student transportation	6494	\$25,000.00
2	3	1			\$0.00
3	1	2	Software	6397	\$6,000.00
<b>Sub-Total</b>					\$483,000.00
<b>Budgeted Fund Source Amount</b>					\$483,000.00
<b>+/- Difference</b>					\$0.00

**282 ARP21 (ESSER III Campus Allocations)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	3	Supply/Materials	6399	\$27,000.00
2	1	1	Supply/Materials	6399	\$50,000.00
3	1	1	Supply/Materials	6399	\$10,000.00
<b>Sub-Total</b>					\$87,000.00
<b>Budgeted Fund Source Amount</b>					\$128,392.00
<b>+/- Difference</b>					\$41,392.00
<b>Grand Total Budgeted</b>					\$721,398.00
<b>Grand Total Spent</b>					\$680,006.00
<b>+/- Difference</b>					\$41,392.00