

**Spring Branch Independent School District**  
**Spring Oaks Middle School**  
**2022-2023 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:

89% Hispanic

5% White

5% African American

93% Economically disadvantaged

77% At-risk

63% Emergent Bilingual

### Demographics Strengths

The diversity of student population at Spring Oaks Middle School is viewed as a strength. This diversity is reflected in our staff. In addition, our emergent bilingual population is viewed as a strength. The ability to speak multiple languages is a skill we know will be an asset to our students in high school and in post-secondary education.

# Student Learning

## Student Learning Summary

SOMS has worked with intentional planning using PLC strategies. 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 and Reading give the NWEA MAP assessment at least 2 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

# Goals

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

**Performance Objective 1: ACHIEVEMENT:** By June 2023, 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).

2021-22: Reading: 67% (approaches), 39% (meets), 20% (masters); Math: 71% (approaches), 35% (meets), 13% (masters)

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





**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELA, Math, Science, Social Studies and electives will be supported by ILT, Campus Instructional Specialists, MSIF and TLS to support the PLC culture and ensure teachers follow the PLC 7 Step process:</p> <ol style="list-style-type: none"> <li>1) Define TEK (main essential skill)</li> <li>2) Create S.M.A.R.T. goal</li> <li>3) Create CFA</li> <li>4) Inter-rater reliability</li> <li>5) Transparency of results</li> <li>6) Extension/intervention plans</li> <li>7) Changes to instruction</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Increased overall achievement in math, specifically in meets and masters.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Department Chair</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</p> <p><b>Funding Sources:</b> Oth. Reading Material - 211 - Title I, Part A - 211.11.6329.000.046.30.0.000.FBG23 - \$5,000, Student Transportation - 211 - Title I, Part A - 211.11.6494.000.046.30.0.000.FBG23 - \$3,500, Oth. Reading Material - 211 - Title I, Part A - 211.126329.000.046.30.0.000.FBG23 - \$5,000, Oth. Reading Material - 211 - Title I, Part A - 211.13.6329.000.046.30.0.000.FBG23 - \$5,000, Teacher &amp; Prof Salary - 211 - Title I, Part A - 211.11.6119.000.046.30.0.000.FBG23 - \$150,917, Support Personnel - 211 - Title I, Part A - 211.11.6129.000.046.30.0.000.FBG23 - \$11,150, Medicare - 211 - Title I, Part A - 211.11.6141.000.046.30.0.000.FBG23 - \$2,393, Employer Contribution - 211 - Title I, Part A - 211.11.6142.000.046.30.0.000.FBG23 - \$20,000, Workers Comp - 211 - Title I, Part A - 211.11.6143.000.046.30.0.000.FBG23 - \$1,055, Teacher Retirement - 211 - Title I, Part A - 211.11.6146.000.046.30.0.000.FBG23 - \$18,900, Misc. Contract Services - 211 - Title I, Part A - 211.11.6299.000.046.30.0.000.FBG23 - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ELA campus leaders will continue 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><b>Strategy's Expected Result/Impact:</b> Increase percentage of students at meets and masters levels on STAAR Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator/ELA Campus Instructional Leaders DCs</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Travel Employees - 211 - Title I, Part A - 211.13.6411.000.046.30.0.000.FBG23 - \$3,000, Misc Contract Services - 211 - Title I, Part A - 211.13.6299.000.046.30.000.FBG23 - \$7,000, Travel Employess - 211 - Title I, Part A - 211.23.6411.000.046.30.0.000.FBG22 - \$5,000, OTH READING MATERIAL - 211 - Title I, Part A - 211.23.6329.000.046.30.0.000.FBG23 - \$5,000, Oth Reading - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6329.000.046.30.0.046.ARP21 - \$36,254, Misc. Contract Services - 211 - Title I, Part A - 211.23.6299.000.046.30.0.000.FBG23 - \$1,500, Substitutes - 211 - Title I, Part A - 211.11.6112.000.046.30.0.000.FBG23 - \$3,000, Misc. Operating Expense - 211 - Title I, Part A - 211.13.6499.000.046.30.0.000.FBG23 - \$1,000, Misc. Operating Expense - 211 - Title I, Part A - 211.23.6499.000.046.30.0.000.FBG23 - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in approaches, meets, and masters levels on STAAR EOY assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches/Interventionists Department Chair</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Region ESC - 211 - Title I, Part A - 211.13.6239.000.046.30.0.000.FBG23 - \$500, Region ESC - 211 - Title I, Part A - 211.23.6239.000.046.30.0.000.FBG23 - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of students meeting or exceeding standards on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches/Interventionists Department Chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of students meeting or exceeding standards on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches/Interventionists Department Chairs</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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Software - 211 - Title I, Part A - 211.11.6397.000.046.30.0.000.FBG23 - \$15,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2: STUDENT GROWTH:** Spring Oaks 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 - 51% met CGI; Math - 58% met CGI; 76% 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> ELA, Math, Science, Social Studies and electives will be supported by Campus Instructional Specialists, MSIF/ILT, and TLS to support the PLC culture and ensure teachers follow the PLC 7 Step process:</p> <ol style="list-style-type: none"> <li>1) Define TEK (main essential skill)</li> <li>2) Create S.M.A.R.T. goal</li> <li>3) Create CFA</li> <li>4) Inter-rater reliability</li> <li>5) Transparency of results</li> <li>6) Extension/intervention plans</li> <li>7) Changes to instruction</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Increased overall achievement in math, specifically in meets and masters.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Department Chair</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</p>	Formative			Summative
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Strategy 2 Details	Reviews			
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in approaches, meets, and masters levels on STAAR EOY assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches/Interventionists Department Chair</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June


Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of students meeting or exceeding standards on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches/Interventionists Department Chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of students meeting or exceeding standards on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches/Interventionists Department Chairs</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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
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	Oct	Jan	Apr	June

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.

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1: STUDENT ACHIEVEMENT.** Spring Oaks 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: 412 students enrolled in one or more advanced courses

Fall 2021: 435 students enrolled in one or more advanced courses

**High Priority**

**HB3 Goal**

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of Eco Dis students enrolling in and successfully completing FA and AAC classes</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: STUDENT ACHIEVEMENT.** Spring Oaks 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 5 percentage points or  $\geq$  to 80%.

2021-22: TELPAS Progress Rate 38% (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> We will continue with our TRTW work with Nancy Motley in our second year cohort of our math and science departments.</p> <p><b>Strategy's Expected Result/Impact:</b> We will work to increase SWRL across math and science so that students advance at least one year on TELPAS Composite scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ILT, MSIF, DCs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</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 2: STUDENT SUPPORT.** Spring Oaks Middle School students will benefit from multi-tiered systems of support.

**Performance Objective 1: INTERVENTIONS:** By June 2023, Spring Oaks 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> ILT and CAIS will provide MAP data PD for teachers on leveraging reports to target specific students and needs.</p> <p><b>Strategy's Expected Result/Impact:</b> We will close gaps through the use of MAP data during class time, workshop time, and during RtI/Panther Success Academy time.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</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 Oaks Middle School students will benefit from multi-tiered systems of support.

**Performance Objective 2: 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	Reviews			
<p><b>Strategy 1:</b> 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study.</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> Administrators Counselors</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</p> <p>- <b>Additional Targeted Support Strategy</b></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 participate in a Bridge Year event to explore high growth and high demand jobs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn about these career opportunities for paths to gainful employment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</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>Additional Targeted Support Strategy</b></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 course selection process aligned to their career and endorsement path for 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> Administrators Counselors</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 4: High-Quality Curriculum</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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:</p> <ul style="list-style-type: none"> <li>-choose a career path aligned to an endorsement, and</li> <li>-plan their courses across all 4 years of high school.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</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>Additional Targeted Support Strategy</b></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 Oaks 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 Oaks 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: (Academically Prepared)</b>                      Develops strong literacy, numeracy, scientific, technology and reasoning skills.  <b>Strategy's Expected Result/Impact:</b> This will support our campus' SMART goal to increase every students literacy and numeracy skills so that each student makes at least one year's growth as measured by MAP, RR, PSAs, PSTAAR , and STAAR.  <b>Staff Responsible for Monitoring:</b> Principal, APs, MSIF, CAIS, Instructional Coaches, DCs</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supply/Materials - 211 - Title I, Part A - 211.11.6399.000.046.30.0.000.FBG23 - \$78,414, Technology - 211 - Title I, Part A - 211.11.6398.000.046.30.0.000.FBG23 - \$10,000, Mis Contract Services - 211 - Title I, Part A - 211.61.6299.000.046.30.0.000.FBG23 - \$1,000, Supply/Material - 211 - Title I, Part A - 211.61.6399.000.046.30.0.000.FBG23 - \$2,000, Misc Operating Expense - 211 - Title I, Part A - 21..61.6499.000.046.30.0.000.FBG23 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2: (Resourceful Problem-Solver)</b>                      Analyzes situations with a solutions-minded approach.  <b>Strategy's Expected Result/Impact:</b> Supports our campus SMART goal of increasing critical thinking as evidenced by increased Meets and Masters levels by EOY STAAR tests.  <b>Staff Responsible for Monitoring:</b> Principal, APs, MSIF, CAIS, Instructional Coaches, DCs</p> <p><b>Title I:</b>                      2.5, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3: (Communicator &amp; Collaborator)</b>            Uses communication for a variety of purposes and to build a network of relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be supported SEL-wise to be effective communicators while building positive relationships with peers and staff and their family members.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, MSIF, Counselors, CIS</p> <p><b>Title I:</b> 2.6, 4.1</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 3: SAFE SCHOOLS.** Spring Oaks 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

**Goal 3: SAFE SCHOOLS.** Spring Oaks 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>	<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 Oaks 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 Oaks 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			
<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	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>				

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$44,891.00
<b>+/- Difference</b>					\$44,891.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$9,495.00
<b>+/- Difference</b>					\$9,495.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,110.00
<b>+/- Difference</b>					\$1,110.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$9,400.00
<b>+/- Difference</b>					\$9,400.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$15,325.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>+/- Difference</b>					<b>\$15,325.00</b>
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$10,990.00</b>
<b>+/- Difference</b>					<b>\$10,990.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Misc. Contract Services	211.11.6299.000.046.30.0.000.FBG23	\$6,000.00
1	1	1	Support Personnel	211.11.6129.000.046.30.0.000.FBG23	\$11,150.00
1	1	1	Oth. Reading Material	211.126329.000.046.30.0.000.FBG23	\$5,000.00
1	1	1	Oth. Reading Material	211.13.6329.000.046.30.0.000.FBG23	\$5,000.00
1	1	1	Teacher Retirement	211.11.6146.000.046.30.0.000.FBG23	\$18,900.00
1	1	1	Workers Comp	211.11.6143.000.046.30.0.000.FBG23	\$1,055.00
1	1	1	Employer Contribution	211.11.6142.000.046.30.0.000.FBG23	\$20,000.00
1	1	1	Teacher & Prof Salary	211.11.6119.000.046.30.0.000.FBG23	\$150,917.00
1	1	1	Oth. Reading Material	211.11.6329.000.046.30.0.000.FBG23	\$5,000.00
1	1	1	Student Transportation	211.11.6494.000.046.30.0.000.FBG23	\$3,500.00
1	1	1	Medicare	211.11.6141.000.046.30.0.000.FBG23	\$2,393.00
1	1	2	Misc. Operating Expense	211.23.6499.000.046.30.0.000.FBG23	\$1,500.00
1	1	2	Substitutes	211.11.6112.000.046.30.0.000.FBG23	\$3,000.00
1	1	2	Misc. Operating Expense	211.13.6499.000.046.30.0.000.FBG23	\$1,000.00
1	1	2	Travel Employess	211.23.6411.000.046.30.0.000.FBG22	\$5,000.00
1	1	2	OTH READING MATERIAL	211.23.6329.000.046.30.0.000.FBG23	\$5,000.00
1	1	2	Travel Employees	211.13.6411.000.046.30.0.000.FBG23	\$3,000.00
1	1	2	Misc Contract Services	211.13.6299.000.046.30.000.FBG23	\$7,000.00
1	1	2	Misc. Contract Services	211.23.6299.000.046.30.0.000.FBG23	\$1,500.00
1	1	3	Region ESC	211.13.6239.000.046.30.0.000.FBG23	\$500.00
1	1	3	Region ESC	211.23.6239.000.046.30.0.000.FBG23	\$500.00



211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Software	211.11.6397.000.046.30.0.000.FBG23	\$15,000.00
2	3	1	Mis Contract Services	211.61.6299.000.046.30.0.000.FBG23	\$1,000.00
2	3	1	Misc Operating Expense	21..61.6499.000.046.30.0.000.FBG23	\$1,000.00
2	3	1	Supply/Materials	211.11.6399.000.046.30.0.000.FBG23	\$78,414.00
2	3	1	Technology	211.11.6398.000.046.30.0.000.FBG23	\$10,000.00
2	3	1	Supply/Material	211.61.6399.000.046.30.0.000.FBG23	\$2,000.00
<b>Sub-Total</b>					\$364,329.00
<b>Budgeted Fund Source Amount</b>					\$366,600.00
<b>+/- Difference</b>					\$2,271.00
211 - School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$40,775.00
<b>+/- Difference</b>					\$40,775.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Oth Reading	282.11.6329.000.046.30.0.046.ARP21	\$36,254.00
<b>Sub-Total</b>					\$36,254.00
<b>Budgeted Fund Source Amount</b>					\$87,114.00
<b>+/- Difference</b>					\$50,860.00
211 - Title I, Part A - TZ Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$32,682.08
<b>+/- Difference</b>					\$32,682.08
<b>Grand Total Budgeted</b>					\$618,382.08
<b>Grand Total Spent</b>					\$400,583.00
<b>+/- Difference</b>					\$217,799.08