

Spring Branch Independent School District
Spring Forest Middle School
2023-2024 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
Staff Recruitment and Retention	9
Family and Community Engagement	11
Goals	12
Goal 1: STUDENT ACHIEVEMENT. Spring Forest Middle School students will master rigorous academic standards to ensure college and career readiness.	12
Goal 2: STUDENT SUPPORT. Spring Forest Middle School students will benefit from multi-tiered systems of support.	20
Goal 3: SAFE SCHOOLS. Spring Forest Middle School will ensure a safe and secure learning environment.	24
Goal 4: FISCAL RESPONSIBILITY. Spring Forest Middle School will ensure efficient and effective fiscal management of resources and operations.	27
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Forest Middle School serves students in grades 6-8 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of nine students from the 2020–2021 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 962

2021-2022: Enrollment – 957

2020-2021: Enrollment – 953

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Spring Forest Middle School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2022-2023 school year, 25.2% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 53.4% At-Risk; 2.7% Immigrant; 1.8% Homeless; 15.6% of students were identified for special education services; and 14.6% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 146 (15.2%)

2021-2022: African American – 151 (15.8%)

2020-2021: African American – 147 (15.4%)

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – 0 (0.0%)

2020-2021: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: Asian – 42 (4.4%)

2021-2022: Asian – 42 (4.4%)

2020-2021: Asian – 48 (5.0%)

2022-2023: Hispanic – 426 (44.3%)

2021-2022: Hispanic – 402 (42.0%)

2020-2021: Hispanic – 406 (42.6%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 317 (32.3%)
2021-2022: White – 316 (33.0%)
2020-2021: White – 313 (32.8%)

2022-2023: Two-or-more – 29 (3.0%)
2021-2022: Two-or-more – 46 (4.8%)
2020-2021: Two-or-more – 39 (4.1%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 514 (53.4%)
2021-2022: At-Risk – 501 (52.4%)
2020-2021: At-Risk – 430 (45.1%)

2022-2023: Economically Disadvantaged – 535 (55.6%)
2021-2022: Economically Disadvantaged – 480 (50.2%)
2020-2021: Economically Disadvantaged – 412 (43.2%)

2022-2023: Emergent Bilingual/English Learner – 242 (25.2%)
2021-2022: Emergent Bilingual/English Learner – 221 (23.1%)
2020-2021: Emergent Bilingual/English Learner – 178 (18.7%)

2022-2023: Gifted and Talented – 140 (14.6%)
2021-2022: Gifted and Talented – 125 (13.1%)
2020-2021: Gifted and Talented – 120 (12.6%)

2022-2023: Homeless – 17 (1.8%)
2021-2022: Homeless – 8 (0.8%)
2020-2021: Homeless – 0 (0.0%)

2022-2023: Immigrant – 26 (2.7%)
2021-2022: Immigrant – 30 (3.1%)
2020-2021: Immigrant – 18 (1.9%)

2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 150 (15.6%)

2021-2022: Special Education – 126 (13.2%)

2020-2021: Special Education – 99 (10.4%)

Source: PEIMS OnDataSuite Fall Dashboard

*Fewer than five students not shown

Attendance Rates:

2020-2021: 95.4%

2019-2020: 98.2%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 12.7%

2019-2020: 5.3%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

Our demographic strengths are our diversity with ethnicity, culture, races and languages, which allows for our students to learn more about each other and create appreciation for each other.

Our Title I status with economically disadvantage students lends to our school becoming more of a community, reaching out and supporting each other.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance Rates have decreased from 2019-2020: 98.2% down to 2020-2021: 95.4% **Root Cause:** 2020-21 was a Covid year and contributed to the declined enrollment.

Problem Statement 2: Our 514 At-Risk Students (53.4%) in 2022-2023, almost parallel our with our 535 Economically Disadvantaged students (55.6%). **Root Cause:** Our school is not providing adequate access to supports for our student population.

Student Achievement

Student Achievement Summary

Spring Forest Middle School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 6th Grade Reading - 66% Approaches; 40% Meets; 21% Masters

2021: 6th Grade Reading - 63% Approaches; 36% Meets; 17% Masters

2022: 7th Grade Reading - 79% Approaches; 60% Meets; 44% Masters

2021: 7th Grade Reading - 70% Approaches; 45% Meets; 25% Masters

2022: 8th Grade Reading - 85% Approaches; 58% Meets; 39% Masters

2021: 8th Grade Reading - 77% Approaches; 51% Meets; 23% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 35% Approaches; 17% Meets; 10% Masters

2021: SPED All Grades Reading - 37% Approaches; 18% Meets; 4% Masters

2022: EB/EL All Grades Reading - 65% Approaches; 32% Meets; 16% Masters

2021: EB/EL All Grades Reading - 55% Approaches; 27% Meets; 12% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 6th Grade Mathematics - 72% Approaches; 38% Meets; 14% Masters

2021: 6th Grade Mathematics - 62% Approaches; 38% Meets; 19% Masters

2022: 7th Grade Mathematics - 69% Approaches; 45% Meets; 24% Masters

2021: 7th Grade Mathematics - 59% Approaches; 33% Meets; 15% Masters

2022: 8th Grade Mathematics - 70% Approaches; 36% Meets; 8% Masters

2021: 8th Grade Mathematics - 53% Approaches; 20% Meets; 6% Masters

2022: End of Course Algebra I - 100% Approaches; 95% Meets; 71% Masters

2021: End of Course Algebra I - 99% Approaches; 81% Meets; 52% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics - 42% Approaches; 14% Meets; 7% Masters

2021: SPED All Grades Mathematics - 29% Approaches; 13% Meets; 8% Masters

2022: EB/EL All Grades Mathematics - 63% Approaches; 30% Meets; 10% Masters

2021: EB/EL All Grades Mathematics - 50% Approaches; 22% Meets; 9% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

2022 - 8th Grade Math scores have increased showing growth in Approaches, Meets and Masters, which indicates less students in the category of Does Not Meet.

2022 - 7th Grade Reading scores have made considerable increases in students who Meet the standards assessed.

2022 - EB/EL students showed an increase of students who are at the Approach level on the STAAR assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 6th Grade Math students are not making significant gains from 2021 to 2022 in all indicators **Root Cause:** Lack of adequate scaffolding in the varying Math levels of incoming students.

Problem Statement 2: Scores for students who receive Special Education support decreased in Reading in the Approach and Meets indicator levels. **Root Cause:** Additional support is needed to assist students with content and assessment-taking skills.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Spring Forest Middle School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 3 FTE (5.5%)

2021-2022: Beginning – 1.1 FTE (2.0%)

2020-2021: Beginning – 3.1 FTE (5.7%)

2022-2023: 1-5 Years – 19.9 FTE (36.4%)

2021-2022: 1-5 Years – 18.7 FTE (34.2%)

2020-2021: 1-5 Years – 15.9 FTE (29.1%)

2022-2023: 6-10 Years – 8 FTE (14.6%)

2021-2022: 6-10 Years – 8.5 FTE (15.5%)

2020-2021: 6-10 Years – 10.5 FTE (19.2%)

2022-2023: 11-20 Years – 16.3 FTE (29.8%)

2021-2022: 11-20 Years – 18.6 FTE (34.0%)

2020-2021: 11-20 Years – 18 FTE (33.0%)

2022-2023: Over 20 Years – 7.5 FTE (13.7%)

2021-2022: Over 20 Years – 7.8 FTE (14.3%)

2020-2021: Over 20 Years – 7.2 FTE (13.2%)

2022-2023: Total – 54.7 FTE (100%)

2021-2022: Total – 54.7 FTE (100%)

2020-2021: Total – 54.6 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

1 - 5 year teachers and over 20 year teachers has had consistency in retainment of staff from 2021 to 2022.

The total FTE from 2021 to 2022 has maintained the same percentage rate of return staff.

Teachers find value in returning to SFMS.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: 6 - 10 year-Teacher retention declined from 2021 to 2022. **Root Cause:** Performance management and support.

Problem Statement 2: 11 - 12 year-Teacher retention declined from 2021 to 2022. **Root Cause:** Performance management and support.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Spring Forest Middle School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Spring Forest Middle School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

SFMS offers Family Engagement access for all incoming and current families through our liaison, who provides workshops, meetings, Title I events, virtual tutorials, and other areas parents need to connect with the school.

Stakeholders, parents and community members' input is offered and considered throughout the school year to ensure that needs are met and suggestions are being considered.

The PTA is involved in creating opportunities for parents to be involved in areas ranging from the beautification of the property to the support of teachers in the classrooms.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: There is less participation from our families of color in event creation and participation **Root Cause:** SFMS needs to provide programming that includes cultural preferences and value.

Problem Statement 2: There is less participation from our families of color in feedback. **Root Cause:** Surveys and feedback need to relate to various cultural needs.

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 2024, Spring Forest Middle School will increase student performance on STAAR Redesign Grades 6-8 exams in reading and math by at least 5 percentage points in approaches, 5 percentage points in meets, and 2 percentage points in masters.

2022-23: Reading: 80% (approaches), 57% (meets), 29% (masters); Math: 75% (approaches), 47% (meets), 21% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Strategy 1 Details

Strategy 1: Provide consistent and relevant training to core teachers on how to analyze student data and implement findings via cohesive lesson plans that meet the needs of all students. Provide PLC support to ensure staff are understanding and implementing strategies with fidelity based on student data that drives their instructional practices.

Strategy's Expected Result/Impact: Targeted areas of growth reached. This will lead to teacher self-efficacy in using data to guide instruction, which will provide continual quality lessons that grow student achievement.

Staff Responsible for Monitoring: Administrators

Instructional Specialist

Professional Development Staff

Teachers

Title I:

2.4, 2.6

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Misc. Operating Expenses - 211 - Title I, Part A - 6499 - \$3,600

Strategy 2 Details

Strategy 2: Instructional Leadership Team will use observation and walkthroughs to provide feedback on Best Practices and weekly goals. Data meetings, trackers, and PLC meeting agendas will provide evidence of progress.

Strategy's Expected Result/Impact: Target areas reached, teacher self-efficacy in data analysis and implementation, which builds staff capacity to increase student achievement.

Staff Responsible for Monitoring: Administrators

Instructional Specialists

Professional Development Teachers

Teachers

Title I:

2.4, 2.5, 2.6

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

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 percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 63%/33% (Reading); 62%/29% (Math) Baseline Year

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details

Strategy 1: PLCs will be centered on identifying, through data, the achievement levels of students based on formative and summative assessments. Students' needs will be addressed and scaffolded in small group instruction, focusing on their current content knowledge.

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.

Staff Responsible for Monitoring: Administrators
Instructional Specialist
Professional Development Teachers
Teachers

Title I:

2.4, 2.5, 2.6

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Funding Sources: Misc. Contract Services - 211 - Title I, Part A - 61.6299 - \$5,000, PI Supplies - 211 - Title I, Part A - 61.6399 - \$1,500, Misc. Contract Services - 211 - Title I, Part A - 11.6299 - \$5,000

Strategy 2 Details

Strategy 2: Teachers and campus leaders use a framework for instruction, including instructional material use, that contains high leverage practices.

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 and promote student engagement and ownership.

Staff Responsible for Monitoring: Administrators

Instructional Specialist

Professional Development Teachers

Teachers

Title I:

2.4, 2.5, 2.6

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: Supplies - 211 - Title I, Part A - 6399 - \$98,495, Software - 211 - Title I, Part A - 6397 - \$10,050

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

Performance Objective 3: CLOSING THE GAPS: By June 2024, Spring Forest Middle School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 9 component points.

2022-23: 18 of 32 Academic Achievement Points Met; 56.3% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: Students will receive small group instruction in their classes. Small groups will be based on various data that is analyzed to identify students' levels and needs. The needs will be scaffolded and students will be given goals leading to grade level TEKS.

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, and promote student engagement and ownership.

Staff Responsible for Monitoring: Administrators
Instructional Specialist
Professional Development Teachers
Teachers

Title I:
2.4, 2.5, 2.6
- ESF Levers:
Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Data analysis of ORA, MAP and other formative and summative assessments will be used to identify areas of growth for students and implement cohesive lesson based on students' needs.

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

Staff Responsible for Monitoring: Administrators
Instructional Specialist
Professional Development Teachers
Teachers

Title I:
2.4, 2.5, 2.6
- ESF Levers:
Lever 5: Effective Instruction

Funding Sources: Technology Equipment - 211 - Title I, Part A - 6398 - \$85,950

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 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 40% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details
<p>Strategy 1: Emergent Bilinguals & English Language learners will know their current level and receive additional support with strategies to increase writing and listening skills in small group instruction.</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 and promote student engagement and ownership.</p> <p>Staff Responsible for Monitoring: Administrators CAIS Specialist Instructional Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>

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

Performance Objective 5: COLLEGE AND CAREER READINESS BENCHMARK: By June 2024, Spring Forest Middle School will increase the percentage of students who meet the college and career readiness benchmarks on the PSAT 8/9 by 5 percentage points in Evidence-based reading and writing (ERW) and 5 percentage points in mathematics.

2022-23: 48% Met ERW; 45% Met Mathematics; 35% Met Both

Evaluation Data Sources: PSAT 8/9 (Grade 8)

Strategy 1 Details
<p>Strategy 1: Measure college and career readiness of students as measured on MAP "On-Track" to College Board benchmark performance in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase percent of students who are "On-Track" in reading and math as measured on MAP.</p> <p>Staff Responsible for Monitoring: Administration Teachers CAIS Specialists</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

Performance Objective 6: ADVANCED COURSES: Increase the number of students completing advanced courses.

Spring 2023: 552 students completed one or more advanced courses

Spring 2022: 572 students completed one or more advanced courses

Evaluation Data Sources: Skyward course data (AAC and AP courses)

Strategy 1 Details
<p>Strategy 1: Conduct audit of course participation and identify possible students for AAC.</p> <p>Strategy's Expected Result/Impact: Enroll students in classes with advanced academic instruction.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Counselors</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>
Strategy 2 Details
<p>Strategy 2: Counselors, Specialists and Teachers will monitor student progress in Academic Courses and identify those who could advance to more rigorous content.</p> <p>Strategy's Expected Result/Impact: Increased participation in AAC course</p> <p>Staff Responsible for Monitoring: Counselors, Specialist, Teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>

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

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, 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
<p>Strategy 1: Our campus will continue with year 3 reboot of PBIS with our campus expectations centered around Responsibility, Inclusion, Striving for results, and being Engaged (RISE), which are also aligned with Core Characteristics. Grade levels will have incentives to display Core Characteristics.</p> <p>Strategy's Expected Result/Impact: Reacclimate the staff to core of PBIS principles, and increase positive behavioral outcomes and increase student belonging on campus.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors</p> <p>Title I: 2.5</p>
Strategy 2 Details
<p>Strategy 2: PBIS incentives and rewards for the display of the Core Characteristics per quarter.</p> <p>Strategy's Expected Result/Impact: Increased focus and use of common language around desired and exhibited behaviors.</p> <p>Staff Responsible for Monitoring: Campus Admin, Counselors and Teachers</p> <p>Title I: 2.5</p>
Strategy 3 Details
<p>Strategy 3: Students will be given opportunities for feedback regarding school culture, activities and problem solving.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of the Core Characteristics through PBIS to add to a positive school culture.</p> <p>Staff Responsible for Monitoring: Counselors, PBIS leaders and Admin Staff</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>

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

Performance Objective 2: INTERVENTIONS: By June 2024, Spring Forest Middle School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Students will be identified by formative and summative data. Students will be given small group instruction according to their present level in Masters, Meets, Approaching and Does Not Meet to support and enhance abilities in the TEKS in the content area.

Strategy's Expected Result/Impact: Teachers will be able to see progress in the growth and knowledge of students in all tiers, which will encourage the continual efforts of teachers in small group instruction.

Staff Responsible for Monitoring: Administrators

Teachers

Instructional Specialists/Content Specialists

Title I:

2.4, 2.5

- ESF Levers:

Lever 5: Effective Instruction

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

Performance Objective 3: POST-SECONDARY PLANNING: Spring Forest Middle School students will engage in activities that will prepare them to meet graduation requirements and pursue a viable post-secondary outcome.

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

Strategy 1 Details
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Alignment and ownership of students and their career path.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Title I: 2.5</p>

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

Performance Objective 4: STUDENT ATTENDANCE: By June 2024, student attendance at Spring Forest Middle School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data, TAPR, PEIMS

Strategy 1 Details

Strategy 1: Regular review of attendance data with the Registrar to identify chronically absent and tardy students and communicate with parents/guardians the attendance policy.

Strategy's Expected Result/Impact: Create awareness of attendance policy requirements.

Staff Responsible for Monitoring: Registrar and Administration

Title I:

4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Counselors and Administrative Assistants will communicate with families to identify needs.

Strategy's Expected Result/Impact: Needs of families met to increase students' attendance

Staff Responsible for Monitoring: Counselors, APs, Registrar, Admin.

Title I:

4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Goal 3: SAFE SCHOOLS. Spring Forest Middle School will ensure a safe and secure learning 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
<p>Strategy 1: Our campus will continue with implementation of PBIS with our campus expectations centered around Responsibility, Inclusion, Striving for results, and being Engaged (RISE).</p> <p>Strategy's Expected Result/Impact: Decrease in disciplinary referrals through a focus on positive intervention.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, SEL Specialist, and Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PBIS Supplies - 211 - Title I, Part A - 6399, 6499 - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Grade level assemblies will be hosted each 9 weeks in alignment with our campus PBIS acronym (RISE).</p> <p>Strategy's Expected Result/Impact: Decrease in disciplinary referrals through a focus on positive intervention.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, and SEL Specialist</p>
Strategy 3 Details
<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.</p> <p>Strategy's Expected Result/Impact: Increased awareness of expected behaviors, and alignment to student and staff recognition.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors and SEL Specialist</p>

Goal 3: SAFE SCHOOLS. Spring Forest Middle School will ensure a safe and secure learning 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 and calendar

Strategy 1 Details
<p>Strategy 1: 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>
Strategy 2 Details
<p>Strategy 2: Participate in 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 and Safety Committee</p>

Goal 3: SAFE SCHOOLS. Spring Forest Middle School will ensure a safe and secure learning 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
<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.</p> <p>Strategy's Expected Result/Impact: Campus EOP turned in and filed by a date named by the district</p> <p>Staff Responsible for Monitoring: Administrators</p>
Strategy 2 Details
<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.</p> <p>Staff Responsible for Monitoring: Administrators and Safety Committee</p>

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
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal and Administrative Assistant</p>
Strategy 2 Details
<p>Strategy 2: Allocate funds to ensure proper continual management of school functions.</p> <p>Strategy's Expected Result/Impact: Ensure effective and efficient fiscal management of resources and operations.</p> <p>Staff Responsible for Monitoring: Principal and Administrative Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$30,641.00
+/- Difference					\$30,641.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,840.00
+/- Difference					\$12,840.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,470.00
+/- Difference					\$3,470.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,325.00
+/- Difference					\$6,325.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$14,260.00
+/- Difference					\$14,260.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$45,920.00
+/- Difference					\$45,920.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Misc. Operating Expenses	6499	\$3,600.00
1	2	1	PI Supplies	61.6399	\$1,500.00
1	2	1	Misc. Contract Services	61.6299	\$5,000.00
1	2	1	Misc. Contract Services	11.6299	\$5,000.00
1	2	2	Supplies	6399	\$98,495.00
1	2	2	Software	6397	\$10,050.00
1	3	2	Technology Equipment	6398	\$85,950.00
3	1	1	PBIS Supplies	6399, 6499	\$1,000.00
Sub-Total					\$210,595.00
Budgeted Fund Source Amount					\$343,750.00
+/- Difference					\$133,155.00
Grand Total Budgeted					\$457,206.00
Grand Total Spent					\$210,595.00
+/- Difference					\$246,611.00