

Spring Branch Independent School District
Spring Oaks Middle School
2023-2024 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 Middle School serves students in grades 6-8 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of 48 students from the 2020–2021 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 644

2021-2022: Enrollment – 673

2020-2021: Enrollment – 692

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Spring Oaks Middle School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by African American. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2022-2023 school year, 64.1% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 80.3% At-Risk; 7.0% Immigrant; 1.6% Homeless; 17.2% of students were identified for special education services; and 4.2% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 35 (5.4%)

2021-2022: African American – 35 (5.2%)

2020-2021: African American – 33 (4.8%)

2022-2023: American Indian-Alaskan Native – *

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

2020-2021: American Indian-Alaskan Native – *

2022-2023: Asian – 10 (1.6%)

2021-2022: Asian – 14 (2.1%)

2020-2021: Asian – 9 (1.3%)

2022-2023: Hispanic – 561 (87.1%)

2021-2022: Hispanic – 590 (87.7%)

2020-2021: Hispanic – 617 (89.2%)

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 – 29 (4.5%)
2021-2022: White – 27 (4.0%)
2020-2021: White – 28 (4.1%)

2022-2023: Two-or-more – 7 (1.1%)
2021-2022: Two-or-more – 7 (1.0%)
2020-2021: Two-or-more – *

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 517 (80.3%)
2021-2022: At-Risk – 496 (73.7%)
2020-2021: At-Risk – 517 (74.7%)

2022-2023: Economically Disadvantaged – 588 (91.3%)
2021-2022: Economically Disadvantaged – 609 (90.5%)
2020-2021: Economically Disadvantaged – 639 (92.3%)

2022-2023: Emergent Bilingual/English Learner – 413 (64.1%)
2021-2022: Emergent Bilingual/English Learner – 395 (58.7%)
2020-2021: Emergent Bilingual/English Learner – 353 (51.0%)

2022-2023: Gifted and Talented – 27 (4.2%)
2021-2022: Gifted and Talented – 28 (4.2%)
2020-2021: Gifted and Talented – 21 (3.0%)

2022-2023: Homeless – 10 (1.6%)
2021-2022: Homeless – *
2020-2021: Homeless – 5 (0.7%)

2022-2023: Immigrant – 45 (7.0%)
2021-2022: Immigrant – 58 (8.6%)
2020-2021: Immigrant – 48 (6.9%)

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

2022-2023: Special Education – 111 (17.2%)
2021-2022: Special Education – 98 (14.6%)
2020-2021: Special Education – 102 (14.7%)
Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2020-2021: 93.7%
2019-2020: 96.8%
Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 22.5%
2019-2020: 11.5%
Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

- Students identified for Gifted and Talented services increased from 2020-2021 to 2022-2023 by 6 students (1.2%).
- Our special programs align with the needs of our students as we have large EB, SpEd, and Economically Disadvantaged populations.
- Our population is becoming slightly more diverse even though we are still majority Hispanic so students from various cultures learn and work together.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Demographic shifts are noticed with increasing numbers of students experiencing homelessness, EBs, and special needs. Meeting students' needs will continue to be a challenge. **Root Cause:** More students are being identified to better serve their specific needs.

Problem Statement 2: SOMS has seen a doubling of the number of students experiencing chronic absenteeism. **Root Cause:** Students and families are opting for students to stay home.

Student Achievement

Student Achievement Summary

Spring Oaks 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 - 54% Approaches; 29% Meets; 10% Masters

2021: 6th Grade Reading - 48% Approaches; 21% Meets; 8% Masters

2022: 7th Grade Reading - 70% Approaches; 39% Meets; 24% Masters

2021: 7th Grade Reading - 63% Approaches; 37% Meets; 18% Masters

2022: 8th Grade Reading - 74% Approaches; 49% Meets; 25% Masters

2021: 8th Grade Reading - 63% Approaches; 33% Meets; 13% 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; 20% Meets; 6% Masters

2021: SPED All Grades Reading - 26% Approaches; 16% Meets; 3% Masters

2022: EB/EL All Grades Reading - 61% Approaches; 33% Meets; 16% Masters

2021: EB/EL All Grades Reading - 55% Approaches; 28% 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 - 80% Approaches; 36% Meets; 11% Masters

2021: 6th Grade Mathematics - 71% Approaches; 35% Meets; 5% Masters

2022: 7th Grade Mathematics - 65% Approaches; 33% Meets; 15% Masters

2021: 7th Grade Mathematics - 54% Approaches; 22% Meets; 5% Masters

2022: 8th Grade Mathematics - 62% Approaches; 24% Meets; 3% Masters

2021: 8th Grade Mathematics - 40% Approaches; 10% Meets; 2% Masters

2022: End of Course Algebra I - 98% Approaches; 86% Meets; 62% Masters

2021: End of Course Algebra I - 97% Approaches; 48% Meets; 17% 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 - 51% Approaches; 20% Meets; 8% Masters

2021: SPED All Grades Mathematics - 34% Approaches; 16% Meets; 3% Masters

2022: EB/EL All Grades Mathematics - 70% Approaches; 33% Meets; 11% Masters

2021: EB/EL All Grades Mathematics - 55% Approaches; 23% Meets; 4% Masters

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

Student Achievement Strengths

- Overall academic performance on the STAAR improved in all the content areas at the approaches, meets, and masters levels.
- Improved TEA rating from an F to a B.
- Academic performance for students served in the Special Education and Emergent Bilingual programs improved in all the content areas at the approaches, meets, and masters levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our SpEd and EB special populations will be a continued area of focus. **Root Cause:** SpEd and EB students struggle with achievement on STAAR and/or TELPAS.

Problem Statement 2: Reading and literacy will be a continued area of focus. **Root Cause:** There is a gap between SpED and EB performance on STAAR ELA-R as compared to gen ed students.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Spring Oaks 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 – 4 FTE (7.2%)

2021-2022: Beginning – 3.1 FTE (5.5%)

2020-2021: Beginning – 1.3 FTE (2.2%)

2022-2023: 1-5 Years – 18.6 FTE (33.6%)

2021-2022: 1-5 Years – 16.4 FTE (29.0%)

2020-2021: 1-5 Years – 22.9 FTE (38.9%)

2022-2023: 6-10 Years – 14.6 FTE (26.4%)

2021-2022: 6-10 Years – 18.5 FTE (32.7%)

2020-2021: 6-10 Years – 15.1 FTE (25.7%)

2022-2023: 11-20 Years – 9.4 FTE (17.0%)

2021-2022: 11-20 Years – 9.5 FTE (16.8%)

2020-2021: 11-20 Years – 10.9 FTE (18.5%)

2022-2023: Over 20 Years – 8.7 FTE (15.7%)

2021-2022: Over 20 Years – 9.1 FTE (16.1%)

2020-2021: Over 20 Years – 8.6 FTE (14.6%)

2022-2023: Total – 55.3 FTE (100%)

2021-2022: Total – 56.5 FTE (100%)

2020-2021: Total – 58.8 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- Regular meetings (faculty, DC, PLCs, grade level) promote open discussions regarding campus and district issues

- Mentoring program ensures that new staff have support from teachers within their assigned subject/grade level as well as monthly professional learning meetings
- Teacher appraisers and campus leadership set goals, give timely feedback, and focus on continuous cycles of improvement
- Staff is engaged in the PLC process and analyze data continuously to better understand low performing areas and target individual student needs.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Data reflects an increase in beginner teachers. **Root Cause:** Candidate pools are thin. The best candidates are chosen with experience not being the deciding factor.

Problem Statement 2: Data reflects a decrease in staffing numbers which will necessitate more creative thinking around staffing and scheduling. **Root Cause:** The data shows that we have fewer FTEs each year.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Spring Oaks 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 Oaks 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

- We started building an active PTA in the spring of 2023
- Communities in Schools (CIS) provides specialized supports for our students and families
- Hosted family events such as: Coffee & Conversations, Skyward/ Canvas trainings, student-led Open House, Fall & Spring Report Card Pick Up nights

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: SOMS will need to create more of a varied set of opportunities to connect and engage with parents aside from report card pick up nights. **Root Cause:** SOMS had to start with academics first and it's time to branch out from there.

Problem Statement 2: SOMS has invested in translation devices and headphones though it is not routine for staff to step up and translate. **Root Cause:** A rotation schedule might be of help to remedy this predicament.

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 2024, Spring Oaks 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, 3 percentage points in meets, and 3 percentage points in masters.

2022-23: Reading: 68% (approaches), 38% (meets), 12% (masters); Math: 73% (approaches), 37% (meets), 12% (masters) Baseline Year

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

Strategy 1 Details

Strategy 1: All teachers and departments will be supported by ILT, Instructional Coaches, Instructional Facilitator and TLS to support the PLC culture and ensure teachers follow the PLC 7 step process in planning.

Strategy's Expected Result/Impact: Increased overall achievement in tested area specifically in meets and masters.

Staff Responsible for Monitoring: Administrators, Department Chairs

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Strategy 2 Details

Strategy 2: ELA campus leaders will continue to implement and support improved structures and approaches to literacy for all grade levels' implementation with support from Chris Newton, District Humanities Support.

Strategy's Expected Result/Impact: Increase percentage of students at the meets and masters levels on STAAR reading.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Instructional Facilitator, DC

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Strategy 3 Details

Strategy 3: We will continue to refine and adjust RtI processes to be more systematic and collaborative to ensure that every child's needs are being met. We will continue to provide PD on RtI structure and process and schedule meetings to monitor student progress.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding STAAR standards.

Staff Responsible for Monitoring: ILT, DC, CAIS

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Misc Operating - 211 - Title I, Part A - 211.11.6499.000.046.30.0.000.FBG24 - \$3,000

Strategy 4 Details

Strategy 4: 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 Canvas, Google Suite, 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, social studies, and electives.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding STAAR standards.

Staff Responsible for Monitoring: ILT, Instructional Coaches, Instructional Facilitator, CAIS, DCs, TLS

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Funding Sources: Supply/Material - 211 - Title I, Part A - 211.11.6399.000.046.30.0.000.FBG24 - \$17,185, Technology Equipment - 211 - Title I, Part A - 211.11.6398.000.046.30.0.000.FBG24 - \$10,000

Strategy 5 Details

Strategy 5: Campus instructional leaders will review and monitor teachers' lesson plans and provide calibrated feedback, schedule regular instructional rounds and provide department data feedback points, 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.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding STAAR standards.

Staff Responsible for Monitoring: ILT, Instructional Coaches, Instructional Facilitator, CAIS, DCs, TLS

Title I:

2.4

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

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 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: 58%/33% (Reading); 66%/41% (Math) Baseline Year

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details

Strategy 1: All teachers and departments will be supported by ILT, Instructional Coaches, Instructional Facilitator and TLS to support the PLC culture and ensure teachers follow the PLC 7 step process in planning.

Strategy's Expected Result/Impact: Increased overall achievement in tested area specifically in meets and masters.

Staff Responsible for Monitoring: Administrators, Department Chairs

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Strategy 2 Details

Strategy 2: ELA campus leaders will continue to implement and support improved structures and approaches to literacy for all grade levels' implementation with support from Chris Newton, District Humanities Support.

Strategy's Expected Result/Impact: Increase percentage of students at the meets and masters levels on STAAR reading.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Instructional Facilitator, DC

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Strategy 3 Details

Strategy 3: We will continue to refine and adjust RtI processes to be more systematic and collaborative to ensure that every child's needs are being met. We will continue to provide PD on RtI structure and process and schedule meetings to monitor student progress.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding STAAR standards.

Staff Responsible for Monitoring: ILT, DC, CAIS

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Misc Operating - 211 - Title I, Part A - 211.11.6499.000.046.30.0.000.FBG24 - \$3,000

Strategy 4 Details

Strategy 4: 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 Canvas, Google Suite, 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, social studies, and electives.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding STAAR standards.

Staff Responsible for Monitoring: ILT, Instructional Coaches, Instructional Facilitator, CAIS, DCs, TLS

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Funding Sources: Supply/Material - 211 - Title I, Part A - 211.11.6399.000.046.30.0.000.FBG24 - \$17,185, Technology Equipment - 211 - Title I, Part A - 211.11.6398.000.046.30.0.000.FBG24 - \$10,000

Strategy 5 Details

Strategy 5: Campus instructional leaders will review and monitor teachers' lesson plans and provide calibrated feedback, schedule regular instructional rounds and provide department data feedback points, 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.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding STAAR standards.

Staff Responsible for Monitoring: ILT, Instructional Coaches, Instructional Facilitator, CAIS, DCs, TLS

Title I:

2.4

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

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

Performance Objective 3: CLOSING THE GAPS: By June 2024, Spring Oaks 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 16 component points.

2022-23: 16 of 32 Academic Achievement Points Met; 50% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: We will continue to refine and adjust RtI processes to be more systematic and collaborative to ensure that every child's needs are being met. We will continue to provide PD on RtI structure and process and schedule meetings to monitor student progress.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding STAAR standards.

Staff Responsible for Monitoring: ILT, DC, CAIS

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Misc Operating - 211 - Title I, Part A - 211.11.6499.000.046.30.0.000.FBG24 - \$3,000

Strategy 2 Details

Strategy 2: All teachers and departments will be supported by ILT, Instructional Coaches, Instructional Facilitator and TLS to support the PLC culture and ensure teachers follow the PLC 7 step process in planning.

Strategy's Expected Result/Impact: Increased overall achievement in tested area specifically in meets and masters.

Staff Responsible for Monitoring: Administrators, Department Chairs

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Strategy 3 Details

Strategy 3: ELA campus leaders will continue to implement and support improved structures and approaches to literacy for all grade levels' implementation with support from Chris Newton, District Humanities Support.

Strategy's Expected Result/Impact: Increase percentage of students at the meets and masters levels on STAAR reading.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Instructional Facilitator, DC

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Strategy 4 Details

Strategy 4: We will continue to refine and adjust RtI processes to be more systematic and collaborative to ensure that every child's needs are being met. We will continue to provide PD on RtI structure and process and schedule meetings to monitor student progress.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding STAAR standards.

Staff Responsible for Monitoring: ILT, DC, CAIS

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Misc Operating - 211 - Title I, Part A - 211.11.6499.000.046.30.0.000.FBG24 - \$3,000

Strategy 5 Details

Strategy 5: Ongoing professional development opportunities will be provided and required, such as, but not limited to: 1) focus on EL and SpEd strategies (Multilingual Department, SpEd department)) 2) coordinating with the Humanities Department to provide additional support to continue implementation and refining workshop model in 6th, 7th, and 8th ELA 3) Refining our RtI process and structures (CAIS) 4) Effectively utilizing Canvas, Google Suite, 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, social studies, and electives.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding STAAR standards.

Staff Responsible for Monitoring: ILT, Instructional Coaches, Instructional Facilitator, CAIS, DCs, TLS

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Funding Sources: Supply/Material - 211 - Title I, Part A - 211.11.6399.000.046.30.0.000.FBG24 - \$17,185, Technology Equipment - 211 - Title I, Part A - 211.11.6398.000.046.30.0.000.FBG24 - \$10,000

Strategy 6 Details

Strategy 6: Campus instructional leaders will review and monitor teachers' lesson plans and provide calibrated feedback, schedule regular instructional rounds and provide department data feedback points, 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.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding STAAR standards.

Staff Responsible for Monitoring: ILT, Instructional Coaches, Instructional Facilitator, CAIS, DCs, TLS

Title I:

2.4

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

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 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 37% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details
<p>Strategy 1: We will continue with our TRTW work across all departments.</p> <p>Strategy's Expected Result/Impact: We will work to increase SWRL across all content areas so that students advance at least one year on TELPAS Composite scores.</p> <p>Staff Responsible for Monitoring: Administrators, ILT, Instructional Faciliator, DCs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>

Goal 1: STUDENT ACHIEVEMENT. Spring Oaks 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 Oaks 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: 23% Met ERW; 34% Met Mathematics; 16% 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>

Goal 1: STUDENT ACHIEVEMENT. Spring Oaks 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: 231 students completed one or more advanced courses

Spring 2022: 229 students completed one or more advanced courses

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

Strategy 1 Details

Strategy 1: Provide opportunities for Economically Disadvantaged and At-Risk students to participate in Fine Arts and AAC/GT classes by disseminating information about these classes to students and parents.

Strategy's Expected Result/Impact: Increase in the number of Eco Dis students enrolling in and successfully completing FA and AAC classes.

Staff Responsible for Monitoring: Administrators, Counselors

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: ILT will look at incoming student MAP and STAAR data to identify potential AAC students.

Strategy's Expected Result/Impact: Increase the number of students in AAC courses.

Staff Responsible for Monitoring: ILT, Counselors

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Goal 2: STUDENT SUPPORT. Spring Oaks 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 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

Strategy 1: (Academically Prepared)

Develops strong literacy, numeracy, scientific, technology and reasoning skills.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, APs, MSIF, CAIS, Instructional Coaches, DCs

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: (Resourceful Problem-Solver)

Analyzes situations with a solutions-minded approach.

Strategy's Expected Result/Impact: Supports our campus SMART goal of increasing critical thinking as evidenced by increased Meets and Masters levels by EOY STAAR tests.

Staff Responsible for Monitoring: Principal, APs, MSIF, CAIS, Instructional Coaches, DCs

Title I:

2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

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

Strategy 3 Details

Strategy 3: (Communicator & Collaborator)

Uses communication for a variety of purposes and to build a network of relationships.

Strategy's Expected Result/Impact: Students will be supported SEL-wise to be effective communicators while building positive relationships with peers and staff and their family members.

Staff Responsible for Monitoring: Principal, APs, MSIF, Counselors, CIS

Title I:

2.6, 4.1

Funding Sources: Misc Operating Expense - 211 - Title I, Part A - 211.61.6499.000.046.30.0.000.FBG24 - \$2,000, Misc. Contract - 211 - Title I, Part A - 211.61.6299.000.046.30.0.000.FBG24 - \$500, Supply/Material - 211 - Title I, Part A - 211.61.6399.000.046.30.0.000.FBG24 - \$2,800

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

Performance Objective 2: INTERVENTIONS: By June 2024, Spring Oaks 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: ILT and CAIS will provide MAP data PD for teachers on leveraging reports to target specific students and needs.

Strategy's Expected Result/Impact: We will close gaps through the use of MAP data during class time, workshop time, and during RtI/Panther Success Academy time.

Staff Responsible for Monitoring: ILT

Title I:

2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Strategy 2 Details

Strategy 2: ILT will review the 20th percentile and below on MAP for identifying students in need of Tier 2 and Tier 3 intervention.

Strategy's Expected Result/Impact: Students learning gaps will be closed so that students perform at or above STAAR state standards.

Staff Responsible for Monitoring: Administrators, ILT, CAIS

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

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

Strategy 3 Details

Strategy 3: HERO will be utilized to track students needing IDs, tardies, and reinforcing positive behaviors (PBIS).

Strategy's Expected Result/Impact: Positive behaviors will be increased while decreasing undesired behaviors- more students on time and ready for school with IDs and points earned for positive behaviors.

Staff Responsible for Monitoring: Administrators

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Funding Sources: Software - 211 - Title I, Part A - 211.11.6397.000.046.30.0.000.FBG24 - \$14,403

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

Performance Objective 3: POST-SECONDARY PLANNING: Spring Oaks 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: 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity. Staff Responsible for Monitoring: Administrators, Counselors</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>
Strategy 2 Details
<p>Strategy 2: Students will participate in a Bridge Year event to explore high growth and high demand jobs. Strategy's Expected Result/Impact: Students will learn about career opportunities for paths to gainful employment. Staff Responsible for Monitoring: Administrators, Counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year. Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade. Staff Responsible for Monitoring: Administrators, Counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

Strategy 4 Details

Strategy 4: Students will complete a 4-Year Plan prior to entering 9th grade.

Strategy's Expected Result/Impact: All 8th grade students will:

- choose a career path aligned to an endorsement, and
- plan their courses across all 4 years of high school.

Staff Responsible for Monitoring: Administrators, Counselors

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning

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

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

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details
<p>Strategy 1: ADA reports will be received by administrators to monitor attendance by grade level and by campus totals with recognition incentives to follow.</p> <p>Strategy's Expected Result/Impact: WADA will increase.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>

Goal 3: SAFE SCHOOLS. Spring Oaks 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

Strategy 1: Implement PBIS strategies to current Behavior ILT structure using HERO to track and reinforce positive behaviors.

Strategy's Expected Result/Impact: More students will be recognized for positive behaviors while reinforcing desired behaviors.

Staff Responsible for Monitoring: ILT

Title I:

2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Continue with Schoolmint's HERO software to track behavior.

Strategy's Expected Result/Impact: Reinforces campus discipline management plan with a focus on desired behaviors resulting in less ISS/OSS assigned.

Staff Responsible for Monitoring: Administrators

Title I:

2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Goal 3: SAFE SCHOOLS. Spring Oaks 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: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times/year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p>
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 Safety Committee</p>

Goal 3: SAFE SCHOOLS. Spring Oaks 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

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.

Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.

Staff Responsible for Monitoring: Administrators

Strategy 2 Details

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.

Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1.

Staff Responsible for Monitoring: Administrators
Safety Committee

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
<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 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					\$37,261.00
+/- Difference					\$37,261.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,085.00
+/- Difference					\$6,085.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,100.00
+/- Difference					\$1,100.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,625.00
+/- Difference					\$9,625.00
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					\$14,775.00
+/- Difference					\$14,775.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,560.00
+/- Difference					\$12,560.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Misc Operating	211.11.6499.000.046.30.0.000.FBG24	\$3,000.00
1	1	4	Supply/Material	211.11.6399.000.046.30.0.000.FBG24	\$17,185.00
1	1	4	Technology Equipment	211.11.6398.000.046.30.0.000.FBG24	\$10,000.00
1	2	3	Misc Operating	211.11.6499.000.046.30.0.000.FBG24	\$3,000.00
1	2	4	Supply/Material	211.11.6399.000.046.30.0.000.FBG24	\$17,185.00
1	2	4	Technology Equipment	211.11.6398.000.046.30.0.000.FBG24	\$10,000.00
1	3	1	Misc Operating	211.11.6499.000.046.30.0.000.FBG24	\$3,000.00
1	3	4	Misc Operating	211.11.6499.000.046.30.0.000.FBG24	\$3,000.00
1	3	5	Supply/Material	211.11.6399.000.046.30.0.000.FBG24	\$17,185.00
1	3	5	Technology Equipment	211.11.6398.000.046.30.0.000.FBG24	\$10,000.00
2	1	3	Supply/Material	211.61.6399.000.046.30.0.000.FBG24	\$2,800.00
2	1	3	Misc. Contract	211.61.6299.000.046.30.0.000.FBG24	\$500.00
2	1	3	Misc Operating Expense	211.61.6499.000.046.30.0.000.FBG24	\$2,000.00
2	2	3	Software	211.11.6397.000.046.30.0.000.FBG24	\$14,403.00
Sub-Total					\$113,258.00
Budgeted Fund Source Amount					\$370,625.00
+/- Difference					\$257,367.00
Grand Total Budgeted					\$452,031.00
Grand Total Spent					\$113,258.00
+/- Difference					\$338,773.00