

Spring Branch Independent School District

Spring Forest Middle School

2024-2025



Mission Statement

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

Vision

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

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Enrollment trends showed an increase of one student from the 2022–2023 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 963

2022-2023: Enrollment – 962

2021-2022: Enrollment – 957

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 2023-2024 school year, 29.0% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 49.8% At-Risk; 5.9% Immigrant; 1.1% Homeless; 15.1% of students were identified for special education services; and 14.4% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 144 (15.0%)

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

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

2023-2024: American Indian-Alaskan Native – *

2022-2023: American Indian-Alaskan Native – *

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

2023-2024: Asian – 40 (4.2%)

2022-2023: Asian – 42 (4.4%)

2021-2022: Asian – 42 (4.4%)

2023-2024: Hispanic – 412 (42.8%)

2022-2023: Hispanic – 426 (44.3%)

2021-2022: Hispanic – 402 (42.0%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)
2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)
2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: White – 335 (34.8%)
2022-2023: White – 317 (32.3%)
2021-2022: White – 316 (33.0%)

2023-2024: Two-or-more – 31 (3.2%)
2022-2023: Two-or-more – 29 (3.0%)
2021-2022: Two-or-more – 46 (4.8%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 480 (49.8%)
2022-2023: At-Risk – 514 (53.4%)
2021-2022: At-Risk – 501 (52.4%)

2023-2024: Economically Disadvantaged – 508 (52.8%)
2022-2023: Economically Disadvantaged – 535 (55.6%)
2021-2022: Economically Disadvantaged – 480 (50.2%)

2023-2024: Emergent Bilingual/English Learner – 279 (29.0%)
2022-2023: Emergent Bilingual/English Learner – 242 (25.2%)
2021-2022: Emergent Bilingual/English Learner – 221 (23.1%)

2023-2024: Gifted and Talented – 139 (14.4%)
2022-2023: Gifted and Talented – 140 (14.6%)
2021-2022: Gifted and Talented – 125 (13.1%)

2023-2024: Homeless – 11 (1.1%)
2022-2023: Homeless – 17 (1.8%)
2021-2022: Homeless – 8 (0.8%)

2023-2024: Immigrant – 57 (5.9%)
2022-2023: Immigrant – 26 (2.7%)
2021-2022: Immigrant – 30 (3.1%)

2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 145 (15.1%)

2022-2023: Special Education – 150 (15.6%)
2021-2022: Special Education – 126 (13.2%)
Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2021-2022: 94.5%
2020-2021: 95.4%
2019-2020: 98.2%

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

Chronic Absenteeism:

2021-2022: 15.4%
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. Teachers and staff learn the needs of our diverse population and adjust our instruction and care for our families.

Our Emergent Bilingual student population has increased by 37 students, our At Risk Population has decreased by 34 students, and our diversity of Hispanic, African American and Caucasian population has remained consistent.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Last Attendance Rate from the demographics indicated a rate of 94.5% in the 2021-22 SY. **Root Cause:** Protocol and system in place to monitor and reach out to families for students absences that accumulate to three or more unexcused absences.

Problem Statement 2: Attendance rates at the beginning of 2024-25 SY average 96%. **Root Cause:** Unexcused tardy protocol and implementation of parent follow up by staff.

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 Communities (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 Redesign Reading passing rates for 2023 (Baseline Year):

6th Grade Reading - 80% Approaches; 56% Meets; 26% Masters

7th Grade Reading - 76% Approaches; 54% Meets; 28% Masters

8th Grade Reading - 83% Approaches; 62% Meets; 32% Masters

SPED All Grades Reading - 35% Approaches; 16% Meets; 5% Masters

EB/EL All Grades Reading - 69% Approaches; 40% Meets; 12% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

6th Grade Mathematics - 75% Approaches; 38% Meets; 12% Masters

7th Grade Mathematics - 44% Approaches; 21% Meets; 2% Masters

8th Grade Mathematics - 83% Approaches; 56% Meets; 26% Masters

End of Course Algebra I - 100% Approaches; 86% Meets; 55% Masters

SPED All Grades Mathematics - 36% Approaches; 19% Meets; 9% Masters

EB/EL All Grades Mathematics - 62% Approaches; 29% Meets; 11% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

Our students are showing growth and strength in ELA.

6th Grade Reading - 80% Approaches; 56% Meets; 26% Masters

7th Grade Reading - 76% Approaches; 54% Meets; 28% Masters

8th Grade Reading - 83% Approaches; 62% Meets; 32% Masters

EB/EL All Grades Mathematics - 62% Approaches; 29% Meets; 11% Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math is performing lower than projected in 6th Grade Mathematics with 38% Meets; 12% Masters 7th Grade Mathematics with 21% Meets; 2% Masters 8th Grade Mathematics with 56% Meets; 26% Masters End of Course Algebra I with 55% Masters **Root Cause:** 7th grade math scores reflect only those students in academic classes. Those academic students are needing more intense interventions in a small group setting to address the conceptual or procedural gaps in their learning.

Problem Statement 2: 38% of Emergent Bilingual students are not meeting expectations in Math and 31% are not meeting expectations in Reading. **Root Cause:** Additional support is needed to assist our students who are EB in Math and Reading comprehension.

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:

2023-2024: Beginning – 5.0 FTE (9.0%)

2022-2023: Beginning – 3.0 FTE (5.5%)

2021-2022: Beginning – 1.1 FTE (2.0%)

2023-2024: 1-5 Years – 13.5 FTE (24.2%)

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

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

2023-2024: 6-10 Years – 12.8 FTE (22.9%)

2022-2023: 6-10 Years – 8.0 FTE (14.6%)

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

2023-2024: 11-20 Years – 15.9 FTE (28.5%)

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

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

2023-2024: Over 20 Years – 8.5 FTE (15.2%)

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

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

2023-2024: Total – 55.8 FTE (100%)

2022-2023: Total – 54.7 FTE (100%)

2021-2022: Total – 54.7 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

6-10 year teachers increased by four, beginning year teachers have increased by two, and we retained our 20+ year veteran teachers 2022-23 to 2023-24.

Teachers were recruited and retained during administrative transition which began in 2023.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: 1-5 year teachers decreased by six. **Root Cause:** Change in administration brings a change in staff demographics.

Problem Statement 2: One third of the teaching staff population was not retained at the end of the 2023-24 SY. **Root Cause:** Performance management increased accountability.

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 **12,000+** 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

Spring Forest Middle School's Family Engagement program, headed by Mrs. Trina Morford, was elected as a recipient of the 2024 Parent and Family Engagement Promising Practices Award which is sponsored by the Title I, Part A Parent and Family Engagement Statewide Initiative.

Parents participate in SFMS workshops that focus on parental guidance with our Canvas and Skyward platforms. SFMS offers community events (Veteran's Day, Multi-Cultural Festival, etc.) that allows parents to participate and contribute their expertise.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: There is an increase in our cultures that are represented on our campus. However, these cultures are not always well represented at our various school events. **Root Cause:** SFMS needs to continue to go into the communities our our different cultures and create relationships. Cultural norms need to be recognized and implemented to engage our different families.

Problem Statement 2: Events are not well attended by diverse cultures in majority numbers. **Root Cause:** Lack of culturally specific events that allow families to be represented and have a voice to be known.

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 2025, 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 5 percentage points in masters.

2023-24: Reading: 78% (approaches), 60% (meets), 31% (masters); Math: 74% (approaches), 46% (meets), 21% (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 and 2024 Texas Education Agency Data Tables

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 - 11.6499 - \$500, Misc. Operating Expenses - 211 - Title I, Part A - 61.6499 - \$1,500, Student Travel - 211 - Title I, Part A - 11.6412 - \$1,000, Employee Travel - 211 - Title I, Part A - 13.6411, 23.6411 - \$3,500, Payroll Costs - 211 - Title I, Part A - 150,138, Region ESC Services - 211 - Title I, Part A - 13.6239 - \$1,500

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: By June 2025, Spring Forest Middle School will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 5 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 66%/28% (Reading); 59%/35% (Math)

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

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

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 - \$4,500, PI Supplies - 211 - Title I, Part A - 61.6399 - \$2,500, Misc. Contract Services - 211 - Title I, Part A - 11.6299 - \$2,500

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 - 11.6399 - \$75,622, Software - 211 - Title I, Part A - 6397 - \$10,000, Technology Equipment - 211 - Title I, Part A - 6398

- \$49,848

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 2025, 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 8 component points.

2023-24: 15 of 32 Academic Achievement Points Met; 46.9% Component Points

22022-23: 18 of 32 Academic Achievement Points Met; 56.3% Component Points (Baseline Year)

High Priority

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Closing the Gaps indicators show that our Emergent Bilingual, Asian and Economically Disadvantage students need additional support in Math. Student data will be analyzed to determine the TEKS that caused the gaps, and instruction will be designed to address needs in small group instruction.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Staff (MCLs, DCs and CAIS) Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>

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 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 42%

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

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Professional development for staff to specifically target instruction, obtain resources, and support for the gaps evident in the TEKS identified for each group of students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialist Professional Development Staff (MCLs, DCs and CAIS) Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</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 2025, 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 Reading and Writing (RW) and 5 percentage points in Mathematics.

2023-24: 40% Met RW; 35% Met Mathematics; 26% Met Both (Baseline Year)

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

Strategy 1 Details
<p>Strategy 1: Monitor, analyze and adjust instruction according to 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: Reliable data that can be used to monitor students' progress and inform instruction to increase College Readiness scores.</p> <p>Staff Responsible for Monitoring: CAIS ILT Teachers</p> <p>Title I: 2.4</p> <ul style="list-style-type: none">- TEA Priorities: Connect high school to career and college- ESF Levers: Lever 5: Effective Instruction- Additional Targeted Support Strategy

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 2024: 551 students completed one or more 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: Monitor course participation and provide support for students to maintain status in AAC Math and Reading. Continually monitor assessments and identify possible students for AAC.</p> <p>Strategy's Expected Result/Impact: Maintain numbers of currently identified students. Increase the number of students to Academic to AAC during the SY.</p> <p>Staff Responsible for Monitoring: CAIS DCs ILT</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</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 2025, 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

Strategy 1: Our campus will renew PBIS with our campus centered around Responsibility, Inclusion, Striving and being Engaged (RISE). The new PBIS committee will align with T-2-4 Ready Graduate for every child with grade level incentives to display Core Characteristics.

Strategy's Expected Result/Impact: Schoolwide alignment and students prepared for T-2-4

Staff Responsible for Monitoring: Counselors

PBIS Committee

Administrators

Title I:

2.5

- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: PBIS incentives and rewards for the display of the Core Characteristics per quarter.

Strategy's Expected Result/Impact: Student buy-in to the culture of respect for others, school environment and self.

Staff Responsible for Monitoring: PBIS committee

Title I:

2.5

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Advisory one time per week will allow for students to receive counseling lessons, PBIS lessons and students will be given opportunities for feedback regarding school culture, activities and problem solving.

Strategy's Expected Result/Impact: Student voice leads to buy-in and relationship building

Staff Responsible for Monitoring: PBIS Committee

Counselors

Teachers

Administration

Title I:

2.5

- **ESF Levers:**

Lever 3: Positive School Culture

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

Performance Objective 2: INTERVENTIONS: By June 2025, 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: Principal and Assistant Principal weekly meetings to review Minor and Major referral incidents. Analyzing the data will guide the structure that needs to be implemented to support positive student behaviors in tiers.

Strategy's Expected Result/Impact: Addressing students behavioral needs and supports to address root problems and reduce referrals.

Staff Responsible for Monitoring: Administration team

Title I:

2.5

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: In reviewing students' work, teachers in PLCs will utilize Data Driven Instruction to identify the level of understanding and provide targeted instruction and tutorials.

Strategy's Expected Result/Impact: Authentic and targeted teaching to increase student growth and close achievement gaps.

Staff Responsible for Monitoring: Teachers

ILT

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

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

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. The Family Engagement Liaison's High School Readiness program will also be included in the development of students.

Strategy's Expected Result/Impact: Students will be informed of options available for future education and career paths.

Staff Responsible for Monitoring: Counselors

Title I:

2.5, 4.1, 4.2

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

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

Performance Objective 4: STUDENT ATTENDANCE: By June 2025, student attendance at Spring Forest Middle School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: Weekly review of attendance data with the ADA to identify chronically absent (three or more unexcused absences) and tardy students and communicate with parents/guardians to provide support for student attendance. CIS and Community Youth Specialist supports will be included to assist with student and family needs.</p> <p>Strategy's Expected Result/Impact: Parent awareness and collaboration with school to increase attendance.</p> <p>Staff Responsible for Monitoring: Administration ADA Counselors Teachers</p> <p>Title I: 2.4, 2.6</p> <ul style="list-style-type: none">- TEA Priorities: Improve low-performing schools- ESF Levers: Lever 3: Positive School Culture- Additional Targeted Support Strategy

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

Strategy 1: Implementation of new PBIS initiative with our campus expectations centered around Responsibility, Inclusion, Striving for results, and being Engaged (RISE) in classrooms for academics and in the general areas of campus for positive behaviors.

Strategy's Expected Result/Impact: Alignment of expectations with staff and students in behaviors and academics.

Staff Responsible for Monitoring: Administration

All staff

Title I:

2.5

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Advisory four times per month (as schedule permits) to address:

#1 Counselor lessons for each grade level

#2 PBIS lessons and other SFMS school expectations

#3 Student voice and choice (TEKS related clubs)

#4 Student voice and choice (TEKS related clubs)

Strategy's Expected Result/Impact: Collective agreement on behaviors and student buy-in due to voice and choice.

Staff Responsible for Monitoring: All staff

Title I:

2.5

- **TEA Priorities:**

Improve low-performing schools

- **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 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. Team will meet three times/year so that all campuses will be able to refine safety practices.</p> <p>Strategy's Expected Result/Impact: Ensure the safety of all stakeholders.</p> <p>Staff Responsible for Monitoring: EOP Officer Committee</p> <p>Title I: 2.6</p> <p>ESF Levers: Lever 3: Positive School Culture</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 (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: Participate in Safety Audit and adjust to meet expectations. Strategy's Expected Result/Impact: Compliance with protocol and improved safety for all stakeholders Staff Responsible for Monitoring: EOP</p> <p>Title I: 2.6</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: Meet biweekly with secretary to review Title I and General budget and utilize funds to address academic achievement goals.</p> <p>Strategy's Expected Result/Impact: Better stewardship of finances to address academic needs of students who are excelling and those who are needing additional support.</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Additional Targeted Support Strategy</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					\$22,658.00
+/- Difference					\$22,658.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$13,925.00
+/- Difference					\$13,925.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,150.00
+/- Difference					\$3,150.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,445.00
+/- Difference					\$7,445.00
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					\$13,535.00
+/- Difference					\$13,535.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,430.00
+/- Difference					\$40,430.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Travel	11.6412	\$1,000.00
1	1	1	Payroll Costs	150,138	\$0.00
1	1	1	Misc. Operating Expenses	11.6499	\$500.00
1	1	1	Misc. Operating Expenses	61.6499	\$1,500.00
1	1	1	Region ESC Services	13.6239	\$1,500.00
1	1	1	Employee Travel	13.6411, 23.6411	\$3,500.00
1	2	1	PI Supplies	61.6399	\$2,500.00
1	2	1	Misc. Contract Services	11.6299	\$2,500.00
1	2	1	Misc. Contract Services	61.6299	\$4,500.00
1	2	2	Supplies	11.6399	\$75,622.00
1	2	2	Technology Equipment	6398	\$49,848.00
1	2	2	Software	6397	\$10,000.00
Sub-Total					\$152,970.00
Budgeted Fund Source Amount					\$341,760.00
+/- Difference					\$188,790.00
Grand Total Budgeted					\$442,903.00
Grand Total Spent					\$152,970.00
+/- Difference					\$289,933.00