

Spring Branch Independent School District

Spring Woods High School

2024-2025



Mission Statement

Our mission is to guarantee exceptional standards for academic scholarship, integrity and responsible citizenship to every student, every day.

Vision

We envision that all Spring Woods High School Students will achieve unprecedented levels of growth, academically and socially, in order to increase their opportunities in their own lives and demonstrate the impact of education within our community.

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 Woods High School serves students in grades 9-12 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of 45 students from the 2022–2023 school year to the 2023–2024 school year.

Enrollment Trends:

2024-2025: Enrollment - 2,016

2023-2024: Enrollment – 2,068

2022-2023: Enrollment – 2,113

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Spring Woods High School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. About 84.7% of the students are considered economically disadvantaged during the 2023-2024 school year. During the 2023-2024 school year, 51% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 76% At-Risk; 9.7% Immigrant; 1.1% Homeless; 12.4% of students were identified for special education services; and 4.2% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 76 (3.7%)

2022-2023: African American – 91 (4.3%)

2021-2022: African American – 102 (4.9%)

2023-2024: American Indian-Alaskan Native – 8 (0.4%)

2022-2023: American Indian-Alaskan Native – 8 (0.4%)

2021-2022: American Indian-Alaskan Native – 7 (0.3%)

2023-2024: Asian – 26 (1.3%)

2022-2023: Asian – 23 (1.1%)

2021-2022: Asian – 18 (0.9%)

2023-2024: Hispanic – 1,821 (88.1%)

2022-2023: Hispanic – 1,847 (87.4%)

2021-2022: Hispanic – 1,817 (86.3%)

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

2023-2024: White – 113 (5.5%)
2022-2023: White – 121 (5.7%)
2021-2022: White – 135 (6.4%)

2023-2024: Two-or-more – 23 (1.1%)
2022-2023: Two-or-more – 23 (1.1%)
2021-2022: Two-or-more – 25 (1.2%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 1,571 (76.0%)
2022-2023: At-Risk – 1,527 (72.3%)
2021-2022: At-Risk – 1,330 (63.2%)

2023-2024: Economically Disadvantaged – 1,751 (84.7%)
2022-2023: Economically Disadvantaged – 1,735 (82.1%)
2021-2022: Economically Disadvantaged – 1,745 (82.9%)

2023-2024: Emergent Bilingual/English Learner – 1,054 (51.0%)
2022-2023: Emergent Bilingual/English Learner – 966 (45.7%)
2021-2022: Emergent Bilingual/English Learner – 871 (41.4%)

2023-2024: Gifted and Talented – 87 (4.2%)
2022-2023: Gifted and Talented – 100 (4.7%)
2021-2022: Gifted and Talented – 113 (5.4%)

2023-2024: Homeless – 23 (1.1%)
2022-2023: Homeless – 40 (1.9%)
2021-2022: Homeless – 25 (1.2%)

2023-2024: Immigrant – 200 (9.7%)
2022-2023: Immigrant – 155 (7.3%)
2021-2022: Immigrant – 132 (6.3%)

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

2023-2024: Special Education – 256 (12.4%)

2022-2023: Special Education – 253 (12.0%)
2021-2022: Special Education – 257 (12.2%)
Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2021-2022: 89.2%
2020-2021: 90.6%
2019-2020: 95.6%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 37.7%
2020-2021: 33.4%
2019-2020: 18.7%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

Student enrollment has maintained with a +/- 50 student difference in enrollment.

Students from various cultures learn and work together.

We have eleven spoken languages on our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically Disadvantaged Students in Advanced Courses: We will increase the number of Economically Disadvantaged students in our Advanced Courses (AAC, AP, Dual Enrollment) **Root Cause:** Economically Disadvantaged Students in Advanced Courses: We will educate families and students to the opportunities available and provide opportunities for assistance related to the costs of AP tests and Dual Enrollment course costs.

Problem Statement 2: CTE Approved Industry Based Certifications: We need to continue to increase the number of students both taking career and technology courses, as well as earning a CTE Approved Industry Based Certification. **Root Cause:** CTE Approved Industry Based Certifications: We need to provide students' assistance on course fees and certification exams by providing financial support for both course fees and certification exams.

Problem Statement 3: We had a 2% increase in our attendance rate in 2023. We need to improve to a goal of 96% attendance rate. **Root Cause:** Attendance Rate: Students, during Covid, formed habits of not coming to school every day.

Student Achievement

Student Achievement Summary

Spring Woods High 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 End of Course (EOC) STAAR Redesign passing rates for 2023 (Baseline Year):

EOC English I - 54% Approaches; 33% Meets; 6% Masters
EOC English II - 56% Approaches; 34% Meets; 3% Masters
EOC Algebra I - 78% Approaches; 44% Meets; 19% Masters
EOC Biology - 86% Approaches; 54% Meets; 20% Masters
EOC U.S. History - 92% Approaches; 66% Meets; 37% Masters

SPED All Grades All Subjects - 48% Approaches; 25% Meets; 7% Masters
EB/EL All Grades All Subjects - 61% Approaches; 32% Meets; 9% Masters
Source: 2022-2023 Texas Academic Performance Report (TAPR)

Average SAT Scores:

2022: Evidence-Based Reading and Writing (EBRW) – 455
2021: Evidence-Based Reading and Writing (EBRW) – 451
2020: Evidence-Based Reading and Writing (EBRW) – 454

2022: Mathematics – 465
2021: Mathematics – 458
2020: Mathematics – 458

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

4-Year Graduation Rate:

Class of 2022: 85.1%
Class of 2021: 92.3%
Class of 2020: 87.1%

Source: Texas Academic Performance Report (TAPR)

Career College Military Readiness (CCMR):

Spring Woods High School
Generated by Plan4Learning.com

Class of 2022: 53%

Class of 2021: 39%

Class of 2020: 40%

Source: Texas Academic Performance Report (TAPR)

Student Achievement Strengths

Academic performance for students served in special education has improved/maintained.

Academic performance for students identified as Emergent Bilinguals has improved/maintained.

Annual graduation rate has improved/maintained.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Focus on English I - Students not providing sufficient evidence to support a claim. **Root Cause:** Teachers are not modeling the writing process using student friendly language.

Problem Statement 2: Focus on English II - Students are not engaging in the writing process. **Root Cause:** Teachers are not modeling the writing process using student friendly language.

Problem Statement 3: Focus on Biology: Student performance in Reporting Category 2 (Mechanisms of Genetics) decreased by 13% from previous year. **Root Cause:** Teachers changed instructional calendar.

Problem Statement 4: Focus on US History: Instruction was not aligned with the rigor of the TEKS. **Root Cause:** Teachers focused on foundational knowledge in TEKS.

Problem Statement 5: Focus on Algebra: Instruction was not aligned with the rigor of the TEKS. **Root Cause:** Teachers are not incorporating explanations of "why" mathematical concepts connect.

Problem Statement 6: Graduation Rate: We improved by 5%, but still are only at a 92.3% graduation rate. **Root Cause:** We need consistent student attendance and the use of best practices to improve first time instruction for all our students.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Spring Woods High 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 – 8.1 FTE (5.8%)

2022-2023: Beginning – 3.6 FTE (2.6%)

2021-2022: Beginning – 5.3 FTE (3.6%)

2023-2024: 1-5 Years – 28.5 FTE (20.3%)

2022-2023: 1-5 Years – 36.8 FTE (26.7%)

2021-2022: 1-5 Years – 36.5 FTE (24.8%)

2023-2024: 6-10 Years – 39.2 FTE (27.9%)

2022-2023: 6-10 Years – 39.0 FTE (28.3%)

2021-2022: 6-10 Years – 33.6 FTE (22.8%)

2023-2024: 11-20 Years – 42.8 FTE (30.5%)

2022-2023: 11-20 Years – 39.0 FTE (28.3%)

2021-2022: 11-20 Years – 44.7 FTE (30.3%)

2023-2024: Over 20 Years – 21.8 FTE (15.5%)

2022-2023: Over 20 Years – 19.6 FTE (14.2%)

2021-2022: Over 20 Years – 27.3 FTE (18.5%)

2023-2024: Total – 140.3 FTE (100%)

2022-2023: Total – 138.0 FTE (100%)

2021-2022: Total – 147.4 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

We have monthly staff meetings to provide information and receive feedback regarding campus and district issues.

Our staff is celebrated and recognized daily through Pride Leadership Notes and monthly at our faculty meetings with staff being nominated for being "Key to our success".

Staff is involved in the hiring process and in helping to grow leaders.

We have a structured new staff mentoring program to make sure those we hire reach the level of a master teacher quickly.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Our staff needs to improve all staff attendance (including: teachers, paraprofessionals and administration). **Root Cause:** Our staff is under high levels of stress.

Problem Statement 2: Our staff would like more professional development opportunities. **Root Cause:** We have a growing number of emergent bilinguals and need strategies to meet their needs.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Spring Woods High 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 Woods High 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

Family Engagement:

Active PTA.

Communities in Schools (CIS) provides supports for our families and students in need.

We host events such as: Meet the teacher, Open House, New parent orientation.

Community Engagement:

We host two evening pep rallies where we honor our students and their families.

We offer multiple groups who help our students with the steps and supports needed to apply for college.

We have community mentors who support our students in the classroom.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Additional parent involvement and engagement are always needed. **Root Cause:** Additional parent involvement and engagement activities are needed so that parents can get more comfortable interacting with our campus.

Problem Statement 2: The number of participants at campus-sponsored events is low when compared with student enrollment numbers. **Root Cause:** A consistent communication plan is needed to inform parents regarding campus events.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2025, Spring Woods High School will increase student performance on STAAR Redesign end-of-course exams in reading and math by at least 8 percentage points in approaches, 5 percentage points in meets, and 3 percentage points in masters.

2023-24: Reading: 55% (approaches), 37% (meets), 5% (masters); Math: 82% (approaches), 49% (meets), 16% (masters)

2022-23: Reading: 55% (approaches), 33% (meets), 4% (masters); Math: 79% (approaches), 44% (meets), 16% (masters) Baseline Year

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

Strategy 1 Details

Strategy 1: English I and English II - implement a school-wide writing process.

Strategy's Expected Result/Impact: 50% of students will achieve a score of 4 or higher on the Extended Constructed Response item on STAAR.

Staff Responsible for Monitoring: English teachers, CICs, English team leads, English Department Chair, Assistant Principal, and Principal

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Planning Days - 199 PIC 24 - At Risk - \$25,000, After School Tutoring - 199 PIC 11 - Instructional Services - \$20,000, Training and Support - 199 PIC 11 - Instructional Services - \$5,000, Summer School - 199 PIC 24 - At Risk - \$10,000

Strategy 2 Details

Strategy 2: Algebra I - making unit-to-unit connections to increase student comprehension.

Strategy's Expected Result/Impact: Students can make connections across and within units.

Staff Responsible for Monitoring: Algebra teachers, team leader, math Department Chair, CICs, Associate Principal, and Principal.

Title I:

2.4

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: CIC Stipend - 199 PIC 24 - At Risk - \$7,500, Summer School - 199 PIC 24 - At Risk - \$10,000

Strategy 3 Details

Strategy 3: Biology - teachers will create focused units that facilitate student mastery.

Strategy's Expected Result/Impact: Students will meet or exceed performance targets on STAAR at the following levels: Approaches = 92%, Meets = 65%, and Masters = 32%

Staff Responsible for Monitoring: Biology teachers, Biology Team Lead, Science Department Chair, CICs, Assistant Principal and Principal.

Title I:

2.4

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: CIC Stipend - 199 PIC 24 - At Risk - \$7,500, Summer School - 199 PIC 24 - At Risk - \$10,000

Strategy 4 Details

Strategy 4: Social Studies - US History teachers will design lessons to align with the rigor of the TEKS to better prepare students for the STAAR test.

Strategy's Expected Result/Impact: Students will meet or exceed performance targets on STAAR at the following levels: Approaches = 98%, Meets = 77%, and Masters = 45%

Staff Responsible for Monitoring: Social Studies teachers, USH team leader, Social Studies Department Chair, CICs, Assistant Principal, and Principal.

Title I:

2.4

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: CIC Stipend - 199 PIC 24 - At Risk - \$7,500, Summer School - 199 PIC 24 - At Risk - \$4,500

Strategy 5 Details

Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses and/or activities in order to provide all students with a well-rounded education. Examples include: after school clubs and organizations, UIL activities, Community Service opportunities

Strategy's Expected Result/Impact: Meet or exceed the targets for STAAR subjects and increase in academic success in all classes.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals , Club/Organization Sponsors, UIL Coaches

Title I:

2.4

- TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Funding Sources: Low SES Support Fund - 199 PIC 24 - At Risk - \$10,000

Strategy 6 Details

Strategy 6: High Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus and provided by our teacher team. Some areas of focus for this will be: Understanding by Design, Differentiation strategies, EB Strategies, and more.

Strategy's Expected Result/Impact: As a result of these professional development trainings, teacher will be expected to utilize a variety of teaching practices and strategies thus increasing the effectiveness of first time instruction.

Staff Responsible for Monitoring: Principal, Campus Teacher Team

Title I:

2.4

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Professional Development - 199 PIC 24 - At Risk - \$10,000

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

Performance Objective 2: STUDENT GROWTH: Spring Woods High School will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 3 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 63%/18% (Reading); 84%/68% (Math)

2022-23: School Progress-Annual Growth /Accelerated Learning: 58%/27% (Reading); 86%/65% (Math) Baseline Year

High Priority

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

Strategy 1 Details

Strategy 1: Algebra I - making unit-to-unit connections to increase student comprehension.

Strategy's Expected Result/Impact: Students can make connections within and across units to increase meets and masters performance.

Staff Responsible for Monitoring: Algebra teachers, team leader, math Department Chair, CICs, Associate Principal, and Principal.

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: English - use comprehensive writing process.

Strategy's Expected Result/Impact: After calibration, teachers will be aligned in teaching the writing process.

Staff Responsible for Monitoring: English teachers, English TL, English Department Chair, CICs, Assistant Principal, and Principal.

Title I:

2.4

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 3: CLOSING THE GAPS: By June 2025, Spring Woods High School will increase the percentage of academic achievement indicators met or exceeded on interim targets in the closing the gaps domain by 5 component points.

2023-24: 22 of 32 Academic Achievement Points Met; 68.8% Component Points

2022-23: 15 of 32 Academic Achievement Points Met; 46.9% Component Points (Baseline Year)

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

Strategy 1 Details
<p>Strategy 1: Provide targeted tutorials for students who are not making academic progress.</p> <p>Strategy's Expected Result/Impact: Increase in meets and masters performance.</p> <p>Staff Responsible for Monitoring: Principal, CICs</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

Goal 1: STUDENT ACHIEVEMENT. Spring Woods High 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 TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 37%

2022-23: TELPAS Progress Rate 37% (Baseline Year)

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

Strategy 1 Details
<p>Strategy 1: SWHS will implement a new scheduling model to better support EB students.</p> <p>Strategy's Expected Result/Impact: We will improve our TELPAS scores by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, EB support team, CICs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development and Technology Resources - 199 PIC 25 - ESL/Bilingual - \$10,000</p>

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

Performance Objective 5: COLLEGE, CAREER, MILITARY READINESS (CCMR): By June 2025, Spring Woods High School will increase the percent of graduates achieving College, Career, Military Readiness status by at least 10 percentage points.

Class of 2023: 70% of graduates met CCMR indicator

Class of 2022: 53% of graduates met CCMR indicator

Class of 2021: 39% of graduates met CCMR indicator

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details

Strategy 1: CTE Approved Industry Based Certifications: We will execute CTE data digs to analyze earned certificates and develop an action plan.

Strategy's Expected Result/Impact: Increase our number of students earning an industry based certification by 5%.

Staff Responsible for Monitoring: Principal, Department Chairperson, CTE Teachers, Assistant Principal

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: CTE Resources and Materials - 199 PIC 22 - Career & Technology - \$4,000

Strategy 2 Details

Strategy 2: Create a Texas College Bridge plan that will improve CCMR and give more students access to post secondary coursework.

Strategy's Expected Result/Impact: Increased Success in Texas College Bridge, CCMR Increased data, Improved TSI Performance

Staff Responsible for Monitoring: Lead Counselor, select English and Math Teachers, CICs, Principal, Assistant Principal, Associate Principal

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Training, Planning Days, and Tutorials and Lab for College Bridge - 199 PIC 11 - Instructional Services - \$30,000

Strategy 3 Details

Strategy 3: Economically Disadvantaged Students in Advanced Courses: We will increase our number of students in Advanced Courses and support all students in an AP course to take the AP exam.

Strategy's Expected Result/Impact: The number of students taking the AP exam will increase by 10%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Associate Principal, Lead Counselor, and AP Teachers

Funding Sources: Resources for staff and students to perform at 3 or higher on the AP exam - 199 PIC 24 - At Risk - \$15,000

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

Performance Objective 6: GRADUATION: Spring Woods High School will increase the graduation rates of 4-year, 5-year, and 6-year cohorts by 5 percentage points or $\geq 98\%$.

Class of 2023: 4-year rate = 85.8%; 5-year rate = 88.6% (C/O 2022); 6-year rate = 92.7% (C/O 2021)

Class of 2022: 4-year rate = 85.1%; 5-year rate = 92.2% (C/O 2021); 6-year rate = 90.6% (C/O 2020)

Class of 2021: 4-year rate = 92.3%; 5-year rate = 90.2% (C/O 2020); 6-year rate = 89.5% (C/O 2019)

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details

Strategy 1: SWHS will identify, assess, and implement best practices to ensure strong first time instruction aligned with the needs of respective groups and provide assistance with course fees for entry level courses needed for graduation. We will also provide early intervention to prevent students from falling behind in coursework.

Strategy's Expected Result/Impact: Increase graduation rate to 98%

Staff Responsible for Monitoring: Principal

Teachers

Assistant Principals

Counselors

CICs

Title I:

2.4, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, 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

Funding Sources: Resources and Materials - 199 PIC 99 - Undistributed - \$5,000

Strategy 2 Details

Strategy 2: We will hold Tiger Meetings to make sure all students are provided the resources needed to be successful academically, socially and psychologically at SWHS.

Strategy's Expected Result/Impact: Decrease of students who are not achieving academically.

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

Counselors

Community in Schools coordinator

Title I:

2.4, 2.6

- **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

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

Performance Objective 7: POST-SECONDARY ENROLLMENT: For the graduating class, 45% of Spring Woods High School graduates will have enrolled successfully in a post-secondary option (T-2-4).

Class of 2023: 35% enrolled in fall following graduation

Class of 2022: 42% enrolled in fall following graduation

Class of 2021: 33% enrolled in fall following graduation

Evaluation Data Sources: National Student Clearinghouse (data reported as of the fall after graduation)

Strategy 1 Details

Strategy 1: Provide Training to Senior T24 Teachers to ensure that students go To and Through College.

Strategy's Expected Result/Impact: Increased T24 number

Staff Responsible for Monitoring: Senior teachers, counselors

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Resources and Materials - 199 PIC 24 - At Risk - \$5,000, Create College Readiness Incentives for Completing FAFSA - 199 PIC 24 - At Risk - \$5,000

Goal 2: STUDENT SUPPORT. Spring Woods High 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 Woods High 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: By the summer of 2025, 50% of the student body will be involved in a club, organization, or extra curricular organization to enhance school culture and help them leverage imagination and intuition to inspire new ideas or build on existing ones. (Resourceful Problem Solver)

Strategy's Expected Result/Impact: Create Grade Level Sponsors to ensure that students have a better understanding of what they can get involved in because they have better communication.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers/Sponsors

Title I:

2.4

- ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Various flyers and planning days - 199 PIC 99 - Undistributed - \$5,000, Clubs and Organizations Fair - 199 PIC 99 - Undistributed - \$6,000, Party on Patio - 199 PIC 99 - Undistributed - \$3,500

Strategy 2 Details

Strategy 2: By the summer of 2025, SWHS will create an principal advisory council, creating a space for leaders within organizations to align and work together to use their communication skills for a variety of purposes and to build a network of relationships. (Communicator and Collaborator)

Strategy's Expected Result/Impact: Create a leadership governing body similar to CIT for students uniting the heads of student clubs and organizations.

Staff Responsible for Monitoring: Principal
Associate Principal

Title I:

2.4

Funding Sources: Meeting Supplies and Meals - 199 PIC 24 - At Risk - \$2,500

Strategy 3 Details

Strategy 3: By June 2025, we will have met four times with our student body to provide information regarding: grades, credits, resume writing, graduation requirements, college entrance requirements, technical school entrance requirements and model interviewing skills.

Strategy's Expected Result/Impact: Students will be T,2,4 or military ready when they leave high school and will stay on track for their high school graduation plan.

Staff Responsible for Monitoring: Principal, CICs, Counselors

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

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

Performance Objective 2: POST-SECONDARY PLANNING: Spring Woods High School students will engage in activities that will prepare them to meet graduation requirements and pursue a viable post-secondary outcome.

Evaluation Data Sources: Naviance Reports, Skyward Reports

Strategy 1 Details
<p>Strategy 1: Students will engage in Post Secondary Activities during Social Studies classes to ensure that they are prepared for a post secondary experience.</p> <p>Strategy's Expected Result/Impact: Increase number of students enrolled in post secondary coursework.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Lead Counselor Social Studies teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: College and Career Materials - 199 PIC 11 - Instructional Services - \$10,000</p>

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2025, student attendance at Spring Woods High School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: Student Attendance: Truancy Measures will be implemented for students with 6 or more absences or have been identified as chronically truant during the school day.</p> <p>Strategy's Expected Result/Impact: By the end of the 2024-25 school year, student attendance will be at 96% or higher</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals CIS Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

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

Performance Objective 4: DROPOUT PREVENTION: By June 2025, Spring Woods High School will increase the number of students on track to graduate with their cohort.

Evaluation Data Sources: Skyward data

Strategy 1 Details

Strategy 1: Targeted 9th grade assistance will be a focus before school and after school.

Strategy's Expected Result/Impact: Targeted "coach up" sessions will result in increase in academic success on the following progress report/report card.

Staff Responsible for Monitoring: Principal

CICs

Teachers

Title I:

2.4

Funding Sources: Instructional supplies, backpacks, snacks, student incentives - 199 PIC 24 - At Risk - \$8,000, Tutorials after contract time and possibly on Saturdays - 199 PIC 24 - At Risk - \$10,000

Strategy 2 Details

Strategy 2: Professional Staffing: Multiple Classroom Leaders will push into classes where students need increased academic help to be successful.

Strategy's Expected Result/Impact: Increase in 9th grade passing rate: 10% meet or exceed STAAR targets.

Staff Responsible for Monitoring: Principal

CICs

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Dropout Prevention: Conduct focused dropout recovery efforts including targeted phone calls and home visits to students identified as dropouts. Address excessive absences and develop a plan of action (contract) to meet the needs of consistently truant students.

Strategy's Expected Result/Impact: The dropout rate will be at or below 1.5%

Staff Responsible for Monitoring: Principal

Teachers

Assistant Principals

Counselor

TEA Priorities:

Build a foundation of reading and math, 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

Funding Sources: Resources and Materials - 199 PIC 11 - Instructional Services - \$5,000, Counseling Incentives and College Readiness Resources - 199 PIC 99 - Undistributed - \$7,500

Goal 3: SAFE SCHOOLS. Spring Woods High 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: We will implement a PBIS system to incentivize appropriate student attendance and behavior.

Strategy's Expected Result/Impact: Decrease discipline referrals and increase student attendance.

Staff Responsible for Monitoring: All staff

Title I:

2.4, 2.6

- ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Tiger Store - 199 PIC 24 - At Risk - \$5,000

Strategy 2 Details

Strategy 2: 100% of teachers and staff will utilize Ehall Pass to ensure that there is accountability for students and staff in regards to tardies and hall passes around campus.

Strategy's Expected Result/Impact: Teachers and staff will have confidence in accountability for discipline and tardies.

Staff Responsible for Monitoring: Administration

Faculty

ESF Levers:

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

Funding Sources: E Hall Pass - 199 PIC 24 - At Risk - \$10,000, Prizes for kids doing the right thing - 199 PIC 24 - At Risk - \$10,000, HERO Tardy Pass - 199 PIC 24 - At Risk - \$10,000

Strategy 3 Details

Strategy 3: SWHS will make sure that 100% of faculty and staff are trained in the discipline management system and that there are clear routines and practices for every classroom and office area.

Strategy's Expected Result/Impact: Teachers and students feel supported by SWHS in the classroom and as they move around the campus.

Staff Responsible for Monitoring: Teachers
Administration

TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Funding Sources: Materials for Classrooms - 199 PIC 99 - Undistributed - \$5,000

Strategy 4 Details

Strategy 4: SWHS will use the four C's: Care, Connect, Communicate and Coach to help all students have HRT: High Expectations, Resiliency and Tough Empathy

Strategy's Expected Result/Impact: Discipline referrals in decrease by 5%

Staff Responsible for Monitoring: Principal
Associate Principal
All Staff

ESF Levers:

Lever 3: Positive School Culture

Funding Sources: - 199 PIC 24 - At Risk - \$3,000

Goal 3: SAFE SCHOOLS. Spring Woods High 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 per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administration</p>
Strategy 2 Details
<p>Strategy 2: SWHS will use the four C's: Care, Connect, Communicate and Coach to help all students have HRT: High Expectations, Resiliency and Tough Empathy.</p> <p>Strategy's Expected Result/Impact: Discipline referrals in decrease by 5%</p> <p>Staff Responsible for Monitoring: Principal Associate Principal All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>Strategy 3: 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> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Goal 3: SAFE SCHOOLS. Spring Woods High 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

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safe 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

ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 2 Details

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOPs 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. EOP submitted by September 1st.

Staff Responsible for Monitoring: Administrators

Safety Committees

ESF Levers:

Lever 1: Strong School Leadership and Planning

Goal 4: FISCAL RESPONSIBILITY. Spring Woods High 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>
Strategy 2 Details
<p>Strategy 2: Teacher/Paraprofessional Attendance: Staff Acknowledgement-Nominate for Key Awards and Fired Up Tiger for exemplary staff. Also, provide PRIDE Leaders to acknowledge various measures of extended efforts, highlight celebrations on social media and campus webpage, and in the Principal's Friday Message.</p> <p>Strategy's Expected Result/Impact: Teacher/ Professional attendance will increase by 10%</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Awards for staff - 199 PIC 99 - Undistributed - \$5,000</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	After School Tutoring		\$20,000.00
1	1	1	Training and Support		\$5,000.00
1	5	2	Training, Planning Days, and Tutorials and Lab for College Bridge		\$30,000.00
2	2	1	College and Career Materials		\$10,000.00
2	4	3	Resources and Materials		\$5,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$97,891.00
+/- Difference					\$27,891.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	CTE Resources and Materials		\$4,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$47,280.00
+/- Difference					\$43,280.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,520.00
+/- Difference					\$2,520.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Planning Days		\$25,000.00
1	1	1	Summer School		\$10,000.00
1	1	2	Summer School		\$10,000.00
1	1	2	CIC Stipend		\$7,500.00

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Summer School		\$10,000.00
1	1	3	CIC Stipend		\$7,500.00
1	1	4	Summer School		\$4,500.00
1	1	4	CIC Stipend		\$7,500.00
1	1	5	Low SES Support Fund		\$10,000.00
1	1	6	Professional Development		\$10,000.00
1	5	3	Resources for staff and students to perform at 3 or higher on the AP exam		\$15,000.00
1	7	1	Resources and Materials		\$5,000.00
1	7	1	Create College Readiness Incentives for Completing FAFSA		\$5,000.00
2	1	2	Meeting Supplies and Meals		\$2,500.00
2	4	1	Tutorials after contract time and possibly on Saturdays		\$10,000.00
2	4	1	Instructional supplies, backpacks, snacks, student incentives		\$8,000.00
3	1	1	Tiger Store		\$5,000.00
3	1	2	Prizes for kids doing the right thing		\$10,000.00
3	1	2	HERO Tardy Pass		\$10,000.00
3	1	2	E Hall Pass		\$10,000.00
3	1	4			\$3,000.00
Sub-Total					\$185,500.00
Budgeted Fund Source Amount					\$204,223.00
+/- Difference					\$18,723.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Professional Development and Technology Resources		\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$25,500.00
+/- Difference					\$15,500.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Resources and Materials		\$5,000.00
2	1	1	Party on Patio		\$3,500.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Various flyers and planning days		\$5,000.00
2	1	1	Clubs and Organizations Fair		\$6,000.00
2	4	3	Counseling Incentives and College Readiness Resources		\$7,500.00
3	1	3	Materials for Classrooms		\$5,000.00
4	1	2	Awards for staff		\$5,000.00
Sub-Total					\$37,000.00
Budgeted Fund Source Amount					\$63,900.00
+/- Difference					\$26,900.00
Grand Total Budgeted					\$441,314.00
Grand Total Spent					\$306,500.00
+/- Difference					\$134,814.00