

Spring Branch Independent School District

Spring Forest Middle School

2025-2026



SPRING FOREST

Mission Statement

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

Vision

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

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
Staff Recruitment and Retention	9
Family and Community Engagement	11
Goals	12
Goal 1: STUDENT ACHIEVEMENT. Spring Forest Middle School students will master rigorous academic standards to ensure college and career readiness.	12
Goal 2: STUDENT SUPPORT. Spring Forest Middle School students will benefit from multi-tiered systems of support.	19
Goal 3: SAFE SCHOOLS. Spring Forest Middle School will ensure a safe and secure learning environment.	23
Goal 4: FISCAL RESPONSIBILITY. Spring Forest Middle School will ensure efficient and effective fiscal management of resources and operations.	26
Campus Funding Summary	27

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 30 students from the 2023–2024 school year to the 2024–2025 school year.

Enrollment Trends:

2024-2025: Enrollment – 993

2023-2024: Enrollment – 963

2022-2023: Enrollment – 962

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 2024-2025 school year, 24.8% of the students were identified as Emergent Bilingual (EB); 45.9% At-Risk; 7.8% Immigrant; 1.6% Homeless; 16.6% of students were identified for special education services; and 14.1% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2024-2025: African American – 147 (14.8%)

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

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

2024-2025: American Indian-Alaskan Native – *

2023-2024: American Indian-Alaskan Native – *

2022-2023: American Indian-Alaskan Native – *

2024-2025: Asian – 51 (5.1%)

2023-2024: Asian – 40 (4.2%)

2022-2023: Asian – 42 (4.4%)

2024-2025: Hispanic – 436 (43.9%)

2023-2024: Hispanic – 412 (42.8%)

2022-2023: Hispanic – 426 (44.3%)

2024-2025: Native Hawaiian-Pacific Islander – 0 (0.0%)

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

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

2024-2025: White – 314 (31.6%)
2023-2024: White – 335 (34.8%)
2022-2023: White – 317 (32.3%)

2024-2025: Two-or-more – 43 (4.3%)
2023-2024: Two-or-more – 31 (3.2%)
2022-2023: Two-or-more – 29 (3.0%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2024-2025: At-Risk – 456 (45.9%)
2023-2024: At-Risk – 480 (49.8%)
2022-2023: At-Risk – 514 (53.4%)

2024-2025: Economically Disadvantaged – 519 (52.3%)
2023-2024: Economically Disadvantaged – 508 (52.8%)
2022-2023: Economically Disadvantaged – 535 (55.6%)

2024-2025: Emergent Bilingual – 246 (24.8%)
2023-2024: Emergent Bilingual – 279 (29.0%)
2022-2023: Emergent Bilingual – 242 (25.2%)

2024-2025: Gifted and Talented – 140 (14.1%)
2023-2024: Gifted and Talented – 139 (14.4%)
2022-2023: Gifted and Talented – 140 (14.6%)

2024-2025: Homeless – 16 (1.6%)
2023-2024: Homeless – 11 (1.1%)
2022-2023: Homeless – 17 (1.8%)

2024-2025: Immigrant – 77 (7.8%)
2023-2024: Immigrant – 57 (5.9%)
2022-2023: Immigrant – 26 (2.7%)

2024-2025: Migrant – 0 (0.0%)
2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)

2024-2025: Special Education – 165 (16.6%)
2023-2024: Special Education – 145 (15.1%)
2022-2023: Special Education – 150 (15.6%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2022-2023: 94.8%

2021-2022: 94.5%

2020-2021: 95.4%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2022-2023: 13.4%

2021-2022: 15.4%

2020-2021: 12.7%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

- Our demographics 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 students.
- Our Emergent Bilingual, enrollment, and At Risk student population has increased.
- Our enrollment for the 25-25 school year has increased by 100 plus students. Our African American and Caucasian population has remained consistent.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 24-25 school year attendance was only 1 % below meeting earning a distinction in domains 1 achievement, 2 growth, 3 closing the achievement gaps.

Root Cause: Need: Protocol system in place that students would continue each 9 weeks vs. every week.

Problem Statement 2: With being so diverse in all subgroups, our students are needing more support with conflict resolution.

Root Cause: With the use of cell phones and social media, many of students haven't experienced conflict resolution through talking and problem solving.

Problem Statement 3: Classroom instruction time was being lost with many students out of class for dress code, and nurse visits.

Root Cause: The need for a systemic approach and tardy tracker outlining consequences.

Student Achievement

Student Achievement Summary

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

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Finally, our district core value of "Every Child" is exemplified through campus student support priorities. This includes ensuring that all students have the academic and mental health supports needed to be successful no matter the learning environment (SPED, GT, EB, CTE, etc.).

Below is a summary of the STAAR Redesign Reading passing rates:

2024: 6th Grade Reading - 79% Approaches; 62% Meets; 36% Masters

2023: 6th Grade Reading - 80% Approaches; 56% Meets; 26% Masters

2024: 7th Grade Reading - 75% Approaches; 60% Meets; 31% Masters

2023: 7th Grade Reading - 76% Approaches; 54% Meets; 28% Masters

2024: 8th Grade Reading - 80% Approaches; 57% Meets; 28% Masters

2023: 8th Grade Reading - 83% Approaches; 62% Meets; 32% Masters

2024: SPED All Grades Reading - 42% Approaches; 24% Meets; 8% Masters

2023: SPED All Grades Reading - 35% Approaches; 16% Meets; 5% Masters

2024: EB All Grades Reading - 61% Approaches; 39% Meets; 14% Masters

2023: EB All Grades Reading - 69% Approaches; 40% Meets; 12% Masters

Source: 2023-2024 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rates:

2024: 6th Grade Mathematics - 71% Approaches; 32% Meets; 9% Masters

2023: 6th Grade Mathematics - 75% Approaches; 38% Meets; 12% Masters

2024: 7th Grade Mathematics - 39% Approaches; 16% Meets; 2% Masters

2023: 7th Grade Mathematics - 44% Approaches; 21% Meets; 2% Masters

2024: 8th Grade Mathematics - 82% Approaches; 52% Meets; 22% Masters

2023: 8th Grade Mathematics - 83% Approaches; 56% Meets; 26% Masters

2024: End of Course Algebra I - 99% Approaches; 91% Meets; 62% Masters

2023: End of Course Algebra I - 100% Approaches; 86% Meets; 55% Masters

2024: SPED All Grades Mathematics - 42% Approaches; 19% Meets; 9% Masters
2023: SPED All Grades Mathematics - 36% Approaches; 19% Meets; 9% Masters

2024: EB All Grades Mathematics - 62% Approaches; 32% Meets; 10% Masters
2023: EB All Grades Mathematics - 62% Approaches; 29% Meets; 11% Masters
Source: 2023-2024 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

Spring Forest student achievement data has been stagnant over the past 2-3 years in all areas, with math taking a 1-9% dip. For the 2025 school year, SFMS will implement the Effective School Framework with Region 4 and district support. Through implementing the ESF work, all core content teams will be aligned in practices, and have a systemic way to responding to data. Reading has a new curriculum that will involve internalizing lessons and planning for students. Feedback on the curriculum has been overall positive because of the resources it provides.

Reading- 75-76% Approaches, 56-57% meets, and 30-34% masters

Math 65-63% approaches, 35-38% meets, and 12-14% masters

Science 76-70% approaches, 50-51% meets, 26-25% masters

Social Studies 58-51% approaches, 29-25 meets, 13-9% masters

Algebra 99-94% approaches, 56-57% meets, and 63-52% masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math is a focus area that has to improve this year in order to not become a comprehensive targeted campus.

Root Cause: Alignment in resources, structured PLCs, and an instructional framework.

Problem Statement 2: Emergent Bilingual students are not meeting expectations in math and reading.

Root Cause: Additional support is needed to assist our students who are EB. Talk Read Talk Write strategies will be ongoing and embedded in instruction.

Problem Statement 3: Math is performing lower than projected in 6th Grade Mathematics. Math 65-63% approaches, 35-38% meets, and 12-14% masters Algebra 99-94% approaches, 56-57% meets, and 63-52% 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 .

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:

2024-2025: Beginning – 7.6 FTE (12.4%)

2023-2024: Beginning – 5.0 FTE (9.0%)

2022-2023: Beginning – 3.0 FTE (5.5%)

2024-2025: 1-5 Years – 15.9 FTE (25.9%)

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

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

2024-2025: 6-10 Years – 10.9 FTE (17.7%)

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

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

2024-2025: 11-20 Years – 20.4 FTE (33.2%)

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

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

2024-2025: Over 20 Years – 6.7 FTE (10.9%)

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

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

2024-2025: Total – 61.5 FTE (100%)

2023-2024: Total – 55.8 FTE (100%)

2022-2023: Total – 54.7 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- 6-10 year teachers increased, beginning year teachers have increased, and we retained our 20+ year veteran teachers 2022-24 school year.
- Teachers were recruited and retained during administrative transition which began in 2023.
- New teachers to the campus have SBISD experience and/or teaching experience.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: 1-5 year teachers have decreased.

Root Cause: Many changes in administration, and inconsistencies.

Problem Statement 2: With new administration and teams, there's been inconsistency with routines and procedures.

Root Cause: Teachers with experience went to other schools and surrounding districts.

Problem Statement 3: One third of the teaching staff population was not retained at the end of the 2024-2025 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. **Spring Forest Middle School** works with the Community Engagement team to recognize our campus needs, celebrate community engagement strengths, and identify partnership opportunities. We welcome and value partners and volunteers who serve on our campus to support the successes of our students, staff and families.

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. Mrs. Morford will be recognized this October in Waco at the convention for the work she does with bridging the gap with families.
- 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: School events are not always heavily attended.

Root Cause: Breakdown in communication.

Problem Statement 2: 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 of our different cultures and create relationships. Cultural norms need to be recognized and implemented to engage our different families.

Problem Statement 3: Students will need lessons on problems solving and conflict resolution.

Root Cause: With the many culture differences some students lack an understanding of cultural norms. Lessons will take place during advisory time.

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 2026, Spring Forest Middle School will increase student performance on STAAR 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.

2024-25: Reading: 78% (approaches), 59% (meets), 35% (masters); Math: 69% (approaches), 46% (meets), 20% (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, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 1

Strategy 1 Details

Strategy 1: Teachers will participate in weekly PLCs to define essentials, and internalize lessons. Teachers will also work the ESF with fidelity. Each core team will run through the cycle before the end of the year.

Strategy's Expected Result/Impact: Teachers skills set will grow stronger. Planning for lessons will have deeper rigor. The impact from it will be students learning on grade level and above.

Staff Responsible for Monitoring: ILT

Teachers

R4

Title I:

2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535

Funding Sources: Region 4 - 211 - Title I, Part A - 211.13.6239 - \$1,500, Misc. Contract Services - 211 - Title I, Part A - 211.13.6299 - \$850, Employee Travel - 211 - Title I, Part A - 211.13.6411 - \$1,000, Principal Travel - 211 - Title I, Part A - 211.23.6411 - \$1,000, Substitutes - 211 - Title I, Part A - 211.11.6299.505 - \$4,150, Payroll - 199 PIC 25 - ESL/Bilingual - 199.6116 - \$3,000, Supplies and Materials - 199 PIC 25 - ESL/Bilingual - 199.6399 - \$3,525, MISC. contract and services - 199 PIC 11 - Instructional Services - 199.6211 - \$10,390, Rentals - 199 PIC 11 - Instructional Services - 199.6269 - \$5,300, Technology and Software - 199 PIC 11 - Instructional Services - 199.6398/6397 - \$5,000, Supplies and Materials - 199 PIC 11 - Instructional Services - 199.6399 - \$18,084, Employee Travel - 199 PIC 99 - Undistributed - 199.6411 - \$3,600, Region 4 - 199 PIC 99 - Undistributed - 199.6239 - \$300, Supplies and Materials - 199 PIC 99 - Undistributed - 199.6399 - \$9,000

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 2026, Spring Forest Middle School will increase the percentage of annual growth points earned by students demonstrating STAAR academic growth in reading language arts and math by 5 percentage points or $\geq 85\%$.

2024-25: 65 School Progress-Annual Growth RLA and Math Score

2023-24: 64 School Progress-Annual Growth RLA and Math Score

2022-23: 65 School Progress-Annual Growth RLA and Math Score (Baseline Year)

Evaluation Data Sources: State Accountability Report Domain 2 A (Annual Growth RLA and Math)

Strategy 1 Details

Strategy 1: SFMS will have supplies and materials for tracking student data and essential standards for all core grade levels .

Strategy's Expected Result/Impact: Increase student ownership and adjust with the usage of DDI.

Staff Responsible for Monitoring: Teachers

Specialists

ILT

Title I:

2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535

Funding Sources: Other Reading Materials - 211 - Title I, Part A - 211.11.6329 - \$10,000, Software - 211 - Title I, Part A - 211.11.6397 - \$7,500, Technology Equipment - 211 - Title I, Part A - 211.11.6398 - \$12,000, Supplies and Materials - 211 - Title I, Part A - 211.11.6399 - \$50,194, Transportation - 199 PIC 99 - Undistributed - 199.6494 - \$500

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

Performance Objective 3: RELATIVE PERFORMANCE: By June 2026, Spring Forest Middle School will increase its relative performance scale score.

2024-25: 81 Scale Score

2023-24: 81 Scale Score

2022-23: 85 Scale Score

Evaluation Data Sources: Accountability Report Domain 2 B

Strategy 1 Details
<p>Strategy 1: SFMS core content areas will implement the Effective School Framework that will focus on DDI, observation and feedback, and school culture and routines.</p> <p>Strategy's Expected Result/Impact: Higher level learning in academic and AAC classes</p> <p>Staff Responsible for Monitoring: Core content teachers ILT specialists Administration team Teachers</p> <p>Title I: 2.51, 2.53</p>

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

Performance Objective 4: CLOSING THE GAPS: By June 2026, Spring Forest Middle School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the closing the gaps domain by 5 component points.

2024-25: 17 of 32 Academic Achievement Points Met; 53.1% Component Points

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

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

Evaluation Data Sources: 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

Strategy 1 Details
<p>Strategy 1: All SFMS core content teams will be using our DDI protocol and ESF to internalize lesson plans. Teachers will provide CFAs analyze data and implement reteach lessons.</p> <p>Strategy's Expected Result/Impact: All students will make a year or more growth.</p> <p>Staff Responsible for Monitoring: ILT Teachers Staff</p>

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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2026, the rate of Emergent Bilingual students increasing at least one composite score level on the TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2024-25: TELPAS Progress Rate 46%

2023-24: TELPAS Progress Rate 42%

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

Evaluation Data Sources: 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

Strategy 1 Details
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Growth with students</p> <p>Staff Responsible for Monitoring: Staff</p> <p>Title I: 2.51, 2.53</p>

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

Performance Objective 6: COLLEGE AND CAREER READINESS BENCHMARK: By June 2026, 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.

2024-25: 51% Met RW; 26% Met Mathematics; 24% Met Both

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

Strategy 1: Monitor, 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.

Strategy's Expected Result/Impact: More students entering and leaving SFMS with high school credits. More students meeting the criteria for CCMR.

Staff Responsible for Monitoring: Specialists

- Teachers
- Administration
- Leadership

Title I:
2.51, 2.52

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

Performance Objective 7: ADVANCED COURSES: Increase the number of students completing advanced courses.

Spring 2025: 596 students completed one or more advanced courses

Spring 2024: 551 students completed one or more advanced courses

Spring 2023: 552 students completed one or more advanced courses

Evaluation Data Sources: Skyward course data (AAC courses)

Strategy 1 Details
<p>Strategy 1: Continue identifying and using district recommendations for students to maintain status in AAC math and reading. Continue to monitor assessments to identify students needing AAC. Continue collaborating and aligning grading concerns in all content areas.</p> <p>Strategy's Expected Result/Impact: Clean system to identify students needing AAC and higher rigor. Strengthening academic courses in the process.</p> <p>Staff Responsible for Monitoring: ILT Specialists Teachers</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 2026, Spring Forest Middle School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details
<p>Strategy 1: Students will use CTE courses to gain academic credits before moving to high school.</p> <p>Strategy's Expected Result/Impact: Effective school framework.</p> <ul style="list-style-type: none">- Know and show-lesson internalization- observation and feedback- reteach: model or guided discourse. <p>Staff Responsible for Monitoring: teachers Instructional leadership team</p> <p>Funding Sources: Supplies and Materials. - 199 PIC 22 - Career & Technology - 199.6399 - \$12,835</p>
Strategy 2 Details
<p>Strategy 2: Use advisory time to focus on lessons that address character, PBIS, and choice boards for reading and math.</p> <p>Strategy's Expected Result/Impact: Trends identified within each 9 weeks will be addressed systemically.</p> <p>Staff Responsible for Monitoring: teachers specialists administration</p>

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

Performance Objective 2: INTERVENTIONS: By June 2026, 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: Core content teachers and Instructional Specialists will lead PLCs to support teachers and students with classroom management, and delivery of lessons. Specialists will lead school wide professional development regarding DDI and trends for learning walks. SPED team will have monthly meetings to discuss case loads, accommodations and modifications.

Strategy's Expected Result/Impact: Campus will provide best instruction and resources to meet the needs of all students. All SPED accommodations and modifications will be followed.

Staff Responsible for Monitoring: Teachers
Specialists
Sped team

Title I:
2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535

Funding Sources: Other payroll payments - 211 - Title I, Part A - 211.11.6116 - \$21,000, Payroll - 211 - Title I, Part A - 211.11.6100 - \$125,227, Supplies and Materials - 199 PIC 23 - Special Education - 199.6399 - \$1,890, Supplies and Materials - 199 PIC 30 - At Risk School Wide SCE - 199.6399 - \$14,503, Payroll - 199 PIC 11 - Instructional Services - 199.6116 - \$4,000

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: Parent Engagement: Principal will conduct a Bi-Monthly Moore in the morning conversations with parents on the work happening within the school. Conversations will consist of the goals for the year. Teachers will attend conferences designed to improve family engagement. Registration will be paid with Title Funds.

Strategy's Expected Result/Impact: Parents more aware and know how to check students assignments, grades, and communicate with teachers. Together both will strengthen student overall performance and healthy relationships with families.

Staff Responsible for Monitoring: Parent Liason

Teachers
ILT
Specialists

Title I:

2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535

Funding Sources: Payroll - 211 - Title I, Part A - 211.61.6100 - \$56,179, Misc. Contracted Services - 211 - Title I, Part A - 211.61.6299 - \$2,500, Supplies and Materials - 211 - Title I, Part A - 211.61.6399 - \$2,500, Misc. and operating expenses - 211 - Title I, Part A - 211.61.6499 - \$2,500

Strategy 2 Details

Strategy 2: Parent volunteers and PTA will participate and support school wide events such as Veteran's Day program, Multicultural Fest and Bobcat camp.

Strategy's Expected Result/Impact: Improve and support culture of the campus. Continue bridging the community school gap.

Staff Responsible for Monitoring: Principal

AP's
Teachers
Staff

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

Performance Objective 4: STUDENT ATTENDANCE: By June 2026, 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: PBIS team will use tardy trackers to monitor attendance to school and class. Teachers will use 10/10 system for structure and reward the house with fewest tardies.</p> <p>Strategy's Expected Result/Impact: More students in class More students in class should lead to higher learning outcomes.</p> <p>Staff Responsible for Monitoring: teachers staff</p>

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: SFMS will participate and have RISE for PBIS and PawMart for students with Live School Points. PBIS will also use houses this year to build community and school culture.

Strategy's Expected Result/Impact: Align all grade levels with being one campus to help improve culture on campus.

Staff Responsible for Monitoring: All staff will be in a house and participate.

Funding Sources: Misc. Operating Expenses - 199 PIC 11 - Instructional Services - 199.6499 - \$3,000

Strategy 2 Details

Strategy 2: All SFMS content departments and office staff will focus on school culture, parent involvement, and routines/procedures.

Strategy's Expected Result/Impact: Improve overall school culture and climate.

Staff Responsible for Monitoring: All staff.

Funding Sources: Technology - 199 PIC 99 - Undistributed - 199.6398 - \$2,000, Misc Operating Expenses - 199 PIC 99 - Undistributed - 199.6499 - \$6,000, Payroll - 199 PIC 99 - Undistributed - 199.6121 - \$2,000

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 Committee composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Refined safety practices Staff Responsible for Monitoring: Campus Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: Participate in campus safety audit. Strategy's Expected Result/Impact: Refined safety practices Staff Responsible for Monitoring: Campus Safety Officer</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: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures. Strategy's Expected Result/Impact: Submitted campus EOP in September. Staff Responsible for Monitoring: Campus Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: 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. Staff Responsible for Monitoring: Campus Safety Officer</p>

Goal 4: FISCAL RESPONSIBILITY. Spring Forest Middle School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage budgets.</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
1	1	1	Technology and Software	199.6398/6397	\$5,000.00
1	1	1	Supplies and Materials	199.6399	\$18,084.00
1	1	1	Rentals	199.6269	\$5,300.00
1	1	1	MISC. contract and services	199.6211	\$10,390.00
2	2	1	Payroll	199.6116	\$4,000.00
3	1	1	Misc. Operating Expenses	199.6499	\$3,000.00
Sub-Total					\$45,774.00
Budgeted Fund Source Amount					\$45,774.00
+/- Difference					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplies and Materials.	199.6399	\$12,835.00
Sub-Total					\$12,835.00
Budgeted Fund Source Amount					\$12,835.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Supplies and Materials	199.6399	\$1,890.00
Sub-Total					\$1,890.00
Budgeted Fund Source Amount					\$1,890.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	199.6399	\$3,525.00
1	1	1	Payroll	199.6116	\$3,000.00
Sub-Total					\$6,525.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$6,525.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Supplies and Materials	199.6399	\$14,503.00
Sub-Total					\$14,503.00
Budgeted Fund Source Amount					\$14,503.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	199.6399	\$9,000.00
1	1	1	Region 4	199.6239	\$300.00
1	1	1	Employee Travel	199.6411	\$3,600.00
1	2	1	Transportation	199.6494	\$500.00
3	1	2	Technology	199.6398	\$2,000.00
3	1	2	Payroll	199.6121	\$2,000.00
3	1	2	Misc Operating Expenses	199.6499	\$6,000.00
Sub-Total					\$23,400.00
Budgeted Fund Source Amount					\$23,400.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Misc. Contract Services	211.13.6299	\$850.00
1	1	1	Principal Travel	211.23.6411	\$1,000.00
1	1	1	Employee Travel	211.13.6411	\$1,000.00
1	1	1	Substitutes	211.11.6299.505	\$4,150.00
1	1	1	Region 4	211.13.6239	\$1,500.00
1	2	1	Other Reading Materials	211.11.6329	\$10,000.00
1	2	1	Software	211.11.6397	\$7,500.00
1	2	1	Supplies and Materials	211.11.6399	\$50,194.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Technology Equipment	211.11.6398	\$12,000.00
2	2	1	Payroll	211.11.6100	\$125,227.00
2	2	1	Other payroll payments	211.11.6116	\$21,000.00
2	3	1	Payroll	211.61.6100	\$56,179.00
2	3	1	Supplies and Materials	211.61.6399	\$2,500.00
2	3	1	Misc. and operating expenses	211.61.6499	\$2,500.00
2	3	1	Misc. Contracted Services	211.61.6299	\$2,500.00
Sub-Total					\$298,100.00
Budgeted Fund Source Amount					\$298,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$403,027.00
Grand Total Spent					\$403,027.00
+/- Difference					\$0.00