Spring Branch Independent School District

Spring Woods Middle School

Improvement Plan

2020-2021

Mission Statement

At Spring Woods Middle School, our mission is to guarantee exceptional academic and social learning for all students.

Vision

At Spring Woods Middle School, our vision is for every student to be an amazing citizen, STEAM ready and 21st century literate, so that they will be T-2-4 ready when they leave SWMS.

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.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 25th 2020

Demographics

Demographics Summary

Total Students: 910
Ethnic Distribution:
African American 89 10%
Hispanic 759 83%
White 39 4%
Asian 10 1%
Two or more or Other 20 2%
Economically Disadvantaged 865 95%
Special Education 125 14%
English Language Learners (ELL) 365 40%
Title 1 Participation 910 100%

Demographics Strengths

Majority of students come from families who value education and have been in the school system since elementary school, including a cohort of students who participate in the dual language.
Families have a strong sense of family and unity due to the strong cultural awareness. Parents have a high regard for school and promote student attendance (attendance is on the rise, but needs to be continued to be reinforced).
Students are involved in extracurricular activities--many teachers and staff have created opportunities for student-interest groups, including clubs, athletics, fine-arts programs, robotics and Odyseey of the Mind, and other student-based interest groups. We believe every student should be part of a program at the school level--connectiveness has a positive impact on student achievement, attendance, and morale of a student.
Teachers care about the students and their families and go above and beyond their duties in order to support the "whole-child."

Student Learning

Student Learning Summary

Due to Covid 19, students did not participate in STAAR during the 2019-2020 school year, however students made significant progress based on campus and district level formative and summative assessments.

2018-2019 STAAR data:

Subject Total tested Approaches Meets Masters Approaches Meets Masters Approaches Meets Masters
Reading Total 781 418 54% 186 24% 62 8% 47% 18% 7% 7
%
6% 1%
Math Total 781 513 66% 241 31% 67 9% 43% 15% 4%
23%
16%
5%
Writing Total 232 110 47% 47 20% 14 6% 35% 14% 3%
12
%
6% 3%
Science Total 246 137 56% 65 26% 22 9% 36% 15% 6%
20%

Student Learning Strengths

Students made significant academic progress in all content areas, at each level of approaches, meet and masters, based on the 2018-2019 STAAR tests. During the 2019-2020 school year, students at Spring Woods MS made significant progress comparing results from the first district summative assessment, to the second district summative assessent, more than any other MS campus.

School Processes & Programs

School Processes & Programs Summary

Administration team consists of an instructional leader over each department--Math, ELA, Science, and Social Studies. The instructional leader also oversees other areas such as special education, athletics, and electives. Each instructional leader also collaborates with an instructional coach at each content area. Each Assistant principal is over a grade level and along with a counselor, they loop with their students, as part of a cohort.
Master schedule has been created in order to support student achievement in reading and math, as well as support newcomers and ELLs. Specifically, students who have not passed STAAR math have been blocked into a lab in order to support student specific deficit areas. A true newcomer reading and math program has been created for first year students, and an ELL reading lab has been created to support beginner and intermediate ELLs. A robust robotics program has been added for all grade levels, as well as continued opportunities for fine-arts and athletic programs.

An RTI model was created during the 2019-2020 school year. In addition to, a new position has been created for the coming year to continue to build the RTI systems.

The bell schedule was modified for the coming year as well, extending 4th period by 30 minutes in order to provide extension and intervention (tier 2 support) for students in all acadmemic areas, during a time that does not interfere with tier 1 instructional time.

SEL team has been identified and includes members from the leadership team, teachers, staff, community members, district support CIS, CYS, behavioral specialist, and counselors. The purpose is to identify student needs and provide support services in an RTI tiered system (DRIP meetings).
Every grade level has content PLC once every other week. These teams also have a leader that facilitates these
sessions through the 7-steps of the PLC process. These PLCs are specifically intended to answer the 4 PLC questions and guide first quality instruction as well as response to intervention, as
needed. The "High-Five" focus has been embedded in the effective PLC model.
Our student behavior management system is PBIS. We will also continue to use some of the practices from Restorative Justice and Character Strong Programs.

School Processes & Programs Strengths

The staff consists of individual members that have many strengths for planning, coaching and instructional leadership. As we approach the third year of PLC work, we continue to work through the 10 Essential Standards (ES) identified by each grade level content team, in order to continue to develop smart goals and continue focusing on what is most critical during the 2020-2021 school year.

Perceptions

Perceptions Summary

Spring Woods MS staff includes a wide-range of teaching experience. During the 2019-2020 three first year teachers were added to the math team, two taught lab courses, and one was an academic teacher; all other teachers had at least one year teaching experience to start the year and the vast majority of the teachers had between 3-7 years of teaching experience. During the 2020-2021 school year, two first year teachers will be joining the team, one in ELA and one in Math lab. Adding novice teachers to an experienced team always provides an opportunity for the team to develop and build capacity for the first year teacher as well as the team.

At Spring Woods MS, we believe in a culture of colaboration. During the 2019-2020 school year, all content teams developed an understanding of a true PLC and completed the year with identifiying top 10 essential standards for each content area/grade level. Also, each content team went through an entire PLC process for an essential standard. Colaboration and having a true PLC process has helped developed teachers and build capacity of teams. Through PLCs and analyzing data, effective teachers share best practices, based on their results.

During the 2020-2021 school year, 60 experienced teachers are returning and 14 new employees will be joining (12 have prior experience). Teachers not returning have resigned/transfered/promoted for various reasons. While the campus recognizes the need for teachers to develop and seek other opportunities, due to personal or financial reasons, Spring Woods MS is committed to retaining highly effective teachers, through leadership opportunities at the campus level. Spring Woods MS created several committees, such as the safety, PBIS, Safety, CIT, and PLC Coalition groups, in order to provide staff voice and recommendation/decision making to occur throughout the campus. In addition to, content department chairs serve as another opportunity to lead on the campus and build campus leaders. Culture and moral are significant in creating reasons for staff to remain on campus. During past years more emphasis has been put on celebrating and recongizing teacher success, although we acknowledge more can be done to celbrate staff success.

Perceptions Strengths

The campus is experiencing significant academic gains in all content areas. Through various platforms including the campus website, twitter, instagram, and ItsLearning, we are able to publish more accomplishments about the campus and build on thevnarrative that Spring Woods Middle School is a highly-effective middle school campus and option for students and families.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2021, Spring Woods Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least [X] points at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID
2018-19: Reading: [X]% (approaches),[X]% (meets), [X]% (masters); Math: [X]% (approaches), [X]% (meets), [X]% (masters)
2017-18: Reading: [X]% (approaches),[X]% (meets), [X]% (masters); Math: [X]% (approaches), [X]% (meets), [X]% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

Strategy 1: Teachers and students will use data trackers for each content/section and track student progress after each formative and summative assessment. Teachers will use the trackers to have data conversations with students, create goals with students, as it pertains to their current achievement level on specific TEKS, and determine student learning objectives needed to progress to next level (approach, meets, and mastery). Using this system, teachers will be able to identify which students need to be targeted for small group instruction and other reteach opportunities. Students would be able to self identify areas of strengths and weakness areas to address. Students will be able to progress monitor their own growth.	
Strategy's Expected Result/Impact: Positive teacher-student relationships. A culture of focus on specific academic needs of each student. Student investment in their learning and outcomes, which will increase student achievement.	**Formative**
	Nov
	Jan
Staff Responsible for Monitoring: Administration Leadership Team Teachers	**Mar**
	Summative
Title I Schoolwide Elements: None **Problem Statements:** None **TEA Priorities:** None **Funding Sources:** None **ESF Levers:** None	**June**

Strategy 2: A system of effective PLC sessions and coaching cycle feedback will be used to first, identify the TEKS/standards which will be assessed and how we are creating lessons to support the learning of those TEKS. Particular attention will be given to the effectiveness of first-quality instruction (High-Five instructional strategies), ensuring that lessons are aligned to the objectives and assessments, which are aligned to the STAAR tests. Second, lessons and assessments will be reviewed before they go live, to ensure the rigor is aligned to STAAR expectations. Third, observation/feedback will be provided to teachers, specifically on the effectiveness and rigor of lessons/assessments, and last (fourth), follow-up observations will be used to determine growth in teaching capacity in the area of rigor.

Strategy's Expected Result/Impact: Teaching capacity will increase, thus have a positive impact on student achievement. The rigor of instruction and assessments will increase, thus creating a higher expectation for students and their outcomes on achievement.	**Formative**
	Nov
	Jan
Staff Responsible for Monitoring: Administration Leadership Team Teachers	**Mar**
	Summative
Title I Schoolwide Elements: None **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2: GAP-CLOSING: : GAP-CLOSING: By June 2021, Spring Woods Middle School will increase overall performance on STAAR Grades 6-8 exams to narrow the gap or improve performance above the target by at least [X]% between EL students and non EL students while all performance improves.

2019-20: Not Rated due to COVID
2018-19: English Learners 7%; non-English Learners 33%
2017-18: English Learners 0%; non-English Learners 17%

2018-19: African American 29%; non- African American 20%
2017-18: African American 14%; non- African American 9%
2018-19: Hispanic 20%; non- Hispanic 28%
2017-18: Hispanic 8%; non- Hispanic 20%
2018-19: Eco-Dis 21%; non- Eco-Dis 22%
2017-18: Eco-Dis 9%; non- Eco-Dis 11%
2018-19: Sped 0%; non-Sped 24%
2017-18: Sped 0%; non-Sped 10%

Evaluation Data Sources: STAAR Reports and State Accountability Reports

Summative Evaluation: None

Strategy 1: An RTI system, centered around academics will be created in order to support students not meeting academic achievement at Tier 1, 2, and or 3. Monitor and checks system will be used to determine the effectiveness of first-quality of instruction. If students do not master Tier 1 instruction, RTI team will support student with interventions at each level. The master scheduled has been modified to support students with tier 2 instruction (4th period flex time) and in-class small group instruction, as well as tier 3 (math lab and reading double-block time).		
Strategy's Expected Result/Impact: Student achievement will increase for all students. A system will be in place to refer students to the IAT team, if identified services are not effective for specific students.		**Formative**
		Nov
Staff Responsible for Monitoring: Administrative Leadership Team Teachers.		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 2: All resources and budget will be aligned to meet the needs of our most at-risk students and mission/vision, based on student data and evaluation. The Campus Improvement Team will review the progress of students and determine what support services may be needed/purchased to support campus goals. Also, the effectiveness of said programs will be evaluated, using student quantitative feedback and teacher qualitative feedback.

		Formative
Strategy's Expected Result/Impact: Increase of student achievement. Campus culture focused on student achievement and a focus on a common mission/vision will increase. Teacher retention will increase.		**Nov**
		Jan
Staff Responsible for Monitoring: Administration All Staff Campus Improvement TEAM		**Mar**
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		

Strategy 3: The school-wide writing initiative (created in 19-20) will continue to be implemented, integrating all contents with common and effective writing strategies. The PLC sessions will be used for teachers to showcase student work/artifacts of interactive notebook in order to determine best writing practices and identify any misconceptions, which may need to be corrected. Other "High-Fives" will be further developed and implemented in daily instruction in order to assist all learners, especially ELLs.

		Formative
Strategy's Expected Result/Impact: Teaching capacity, focused on writing will increase for all content area teachers. ELL and all students will benefit from increase writing in all content areas, leading to more significant progress, as evidence by TELPAS scores. Student achievement will increase in all areas.		**Nov**
		Jan
Staff Responsible for Monitoring: Administration leadership and teachers.		**Mar**
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3: STUDENT GROWTH: By June 2021, Spring Woods Middle School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (6-8) increase by [X] points, Math (6-8) increase by [X] points.

2019-20: Not Rated due to COVID
2018-19: Reading - 49% met CGI; Math - 45% met CGI
2017-18: Reading - 33% met CGI; Math - 38% met CGI

Evaluation Data Sources: Measures of Academic Progress (MAP) reports

Summative Evaluation: None

Strategy 1: Teachers and administration for each content area will collaborate and lead effective PLC sessions in order to discuss TEKS/standards, create an assessment aligned to the standards, determine student outcomes, and through using data and teacher's sharing best instructional strategies, support students who have not mastered the standards as well as expand on student learning, if mastered. Scholastic instructional materials (magazines) will be purchased to increase literacy through all content areas. "Other Reading Materials" to support literacy throughout campus. 1. Purchase and use of Mentoring Minds in order to support students with interventions in content areas. 2. Administration team will attend Region 4 training in order to build capacity on the team on the subject area of STAAR accommodations and supports. 3. Use of chromebooks and iPads for class wide integration of technology. 4. Math IXL software in order to support all learners with math instruction. 5. Instruments needed in order to support students with involvement on school campus, which would increase attendance and academic performance. 6. STEM scopes to support science and other content areas. 7.	

		Formative
Strategy's Expected Result/Impact: Effective PLC meetings will increase teacher capacity in the areas of planning, teaching, and using data to increase student achievement.		**Nov**
Staff Responsible for Monitoring: Administration leadership TEAM will participate in PLC meetings and provide feedback		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 2: Data Driven Instruction: Teachers in all content areas will use data (MAP, formative assessments, and STAAR tests) in order to determine what needs to be taught/retaught, using whole group and small group instruction. Teachers will create assessments, aligned to STAAR, and use the results to prioritize learning, focused on individual students.

	Formative
Strategy's Expected Result/Impact: Teachers will focus on individual academic needs, based on data. Teachers will monitor student progress and achievement towards individual students' goals. Teachers will have a clear understanding of their effectiveness of their teaching and able to learn and modify in order to support students.	**Nov**
	Jan
Staff Responsible for Monitoring: Administration Leadership TEAM	**Mar**
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** None	**June**
ESF Levers: None	

Strategy 3: Observations and feedback will be provided to teachers on a weekly basis. Observations will be aligned to T-TESS standards as well as campus goals in the areas of "High-Fives," and items outlined and agreed upon in the effective PLC sessions.

	Formative
Strategy's Expected Result/Impact: Teachers will build capacity in first-quality of instruction. Teachers will be able to use feedback in order to improve teaching and learning outcomes for students.	**Nov**
	Jan
Staff Responsible for Monitoring: Administration leadership TEAM	**Mar**
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** None	**June**
ESF Levers: None	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4: ADVANCED COURSES: Strengthen the level of advanced academic instruction in order to increase student preparation for and success in advanced courses that are aligned to high school.

Fall 2020: [X] students enrolled in one or more dual credit/dual enrollment courses
Fall 2019: [X] students enrolled in one or more dual credit/dual enrollment courses

Evaluation Data Sources: Skyward Course Enrollment Data

Summative Evaluation: None

Strategy 1: [Insert Strategy]			
Strategy's Expected Result/Impact: None			**Formative**
Staff Responsible for Monitoring: None			**Nov**
Title I Schoolwide Elements: None	**Problem Statements:** None		**Jan**
TEA Priorities: None	**Funding Sources:** None		**Mar**
ESF Levers: None			**Summative**
			June
⊘ No Progress	✅ Accomplished	→ Continue/Modify	❌ Discontinue

Goal 2: STUDENT SUPPORT. Every Spring Woods Middle School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the % of Spring Woods Middle School students who feel connected as both individuals and learners will increase by at least [X] points.

2019-20: Not Rated due to COVID
2018-19: 37% School Belonging
2017-18: 42% School Belonging

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

Strategy 1: Teachers will use Professional Development of PBIS, Restorative Justice, Character Strong, and other social emotional strategies learned, throughout the instructional day, in order to build relationships with students and determine social and emotional needs of students.		
Strategy's Expected Result/Impact: Teachers and students will build stronger relationships with all stakeholders, which will increase attendance and decrease discipline.		**Formative**
		Nov
Staff Responsible for Monitoring: Administration Leadership TEAM Teachers		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:**	
ESF Levers: None	None	**June**

Strategy 2: An RTI model for Social Emotional Learning will be created, consisting of SEL leaders. The SEL leaders will meet weekly in order to identify (through teacher recommendations and attendance data) students and their various needs. The SEL leaders will prescribe support for specific students using the RTI model of Tier 1, 2, and 3 interventions. The SEL leaders will determine the effectiveness of each intervention and determine any next steps, depending on student outcomes.		
Strategy's Expected Result/Impact: Teachers and students will build stronger relationships with all stakeholders, which will increase attendance and decrease discipline. Students will have their individual SEL needs met.		**Formative**
		Nov
Staff Responsible for Monitoring: Administration Leadership team SEL team--Counselors, Behavioral Specialist, CISm CYS, and SEL Liaison. Attendance data and teacher feedback will be used to identify and monitor student progress as well.		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		

Strategy 3: A school wide system of identifying programs of interest, in addition to established fine-arts, athletics, robotics, and other clubs, will be used to ensure every student participates in at least one extra-curricular program.		
Strategy's Expected Result/Impact: Student attendance and achievement will increase and student discipline will decrease. Teacher and student relationships with all stakeholders will increase.		**Formative**
		Nov
Staff Responsible for Monitoring: All Staff Members		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level classroom will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None

Strategy 1: Students will build soft skills to enhance their secondary and post-secondary opportunities.		
Strategy's Expected Result/Impact: Students will obtain higher scores on the Panorama SEL Skills Survey.		**Formative**
Staff Responsible for Monitoring: Administrators Counselors Teachers		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**
Strategy 2: Students will develop the skills to make effective goals and decisions around career planning.		
Strategy's Expected Result/Impact: All 7th grade students will complete a Career Cluster Finder assessment to determine to their proposed career.		**Formative**
Staff Responsible for Monitoring: Adminstrator Counselor		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 3: Through the implementation of Character Strong, students will become more socially aware of how their actions and decisions impact others.

	Formative
Strategy's Expected Result/Impact: Decrease in discipline incidents.	**Nov**
Staff Responsible for Monitoring: Administrators Counselors Teachers	**Jan**
	Mar
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** None	**June**
ESF Levers: None	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3: EIGHTH GRADE PLANNING: 100% of 8th graders at Spring Woods Middle School Middle School will complete a 4-year plan aligned to their endorsement to ensure graduation requirements are met.

Evaluation Data Sources: 4-Year Plan
Endorsement Selection Form

Summative Evaluation: None

Strategy 1: 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study.		
Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity.		**Formative**
Staff Responsible for Monitoring: Administrators Counselors		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 2: Students will participate in a Bridge Year event to explore high growth and high demand jobs.		
Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment.		**Formative**
Staff Responsible for Monitoring: Administrators Counselors		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 3: Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year.

	Formative
Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade.	**Nov**
Staff Responsible for Monitoring: Administrators Counselors	**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

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

	Formative
Strategy's Expected Result/Impact: All 8th grade students will: -choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school.	**Nov**
Staff Responsible for Monitoring: Administrators Counselors	**Jan**
	Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: SAFE SCHOOLS. Spring Woods Middle School will ensure a safe and orderly environment.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None

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.	
Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times/year so that all campuses will be able to refine safety practices.	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Administrators	
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.	
Strategy's Expected Result/Impact: Campus will develop action plans to address andy deficiencies as a result of safety audits.	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Administrators Safety Committee	
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus emergency operation procedures documents

Summative Evaluation: None

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.	
Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.	**Formative**
Staff Responsible for Monitoring: Administrators	**Nov**
Title I Schoolwide Elements: None **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	June

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.	
Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1.	**Formative**
	Nov
Staff Responsible for Monitoring: Administrators Safety Committee	**Jan**
	Mar
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: FISCAL RESPONSIBILITY. Spring Woods Middle School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.	
Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.	**Formative**
	Nov
Staff Responsible for Monitoring: Principal Administrative Assistant	**Jan**
	Mar
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** None	**June**
ESF Levers: None	

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">211 - Title I, Part A</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$390,135.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$390,135.00</td></tr>
<tr><td colspan="6" align="center">211 - Title I, Part A (FBG20 Carryover)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
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<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$52,709.00</td></tr>
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Addendums