Spring Branch Independent School District

Spring Oaks Middle School

2019-2020 Campus Improvement Plan

Mission Statement

Spring Oaks Middle School will:

Work hard.

Be kind.

Embrace challenges.

Learn daily.

No excuses.

Vision

As a SOMS community, we commit to providing a hiqh-quality education for all students.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Needs Assessment Overview

SOMS will need to focus on 2 SMART Goals- every student making at least one year's growth in literacy (listening, speaking, reading, writing) and make at least one year's growth in math thinking, reasoning, critical thinking/problem-solving skills. We met our growth goal last school year in Domain 2a and are 1% away from meeting the 60% target for Domain 1. SOMS has put much energy and effort in changing hiring practices and worked to bring in more teachers who are a "fit" for our students, those up for the challenge for working with a high at-risk population.

We will need to continue to push academically to graduate from a Comprehensive/IR school to that of a Priority/Focus by meeting more goals on STAAR results. If we can do it in Domain 2a and are 1% away from Domain 1 target, we can certainly do it this year with more of the right people on board focused on the same academic goals working together through the PLC proces.

We will need to drive results through continuous improvement processes (design and delivery of instruction, assessing/CFA/CFU frequently) and using results to adjust intruction.

The right people doign the right work and monioring the continous improvement cycle for quality.

Demographics

Demographics Summary

88% Hispanic; 7% White; 4% African American

85% Economically disadvantaged

81% At-risk

44% English Language Learners

Spring Oaks Middle School 5 Year Demographics Prospective

Student Information from TAPR Report

Ethnic Distribution	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Students	820	780	768	765	712	717
African American	46	41	42	27	31	32
Hispanic	664	659	641	666	624	628
White	86	57	58	56	46	45

(2018-2019 numbers provided by Trina Wilson with SBISD)

Ethnic Distribution
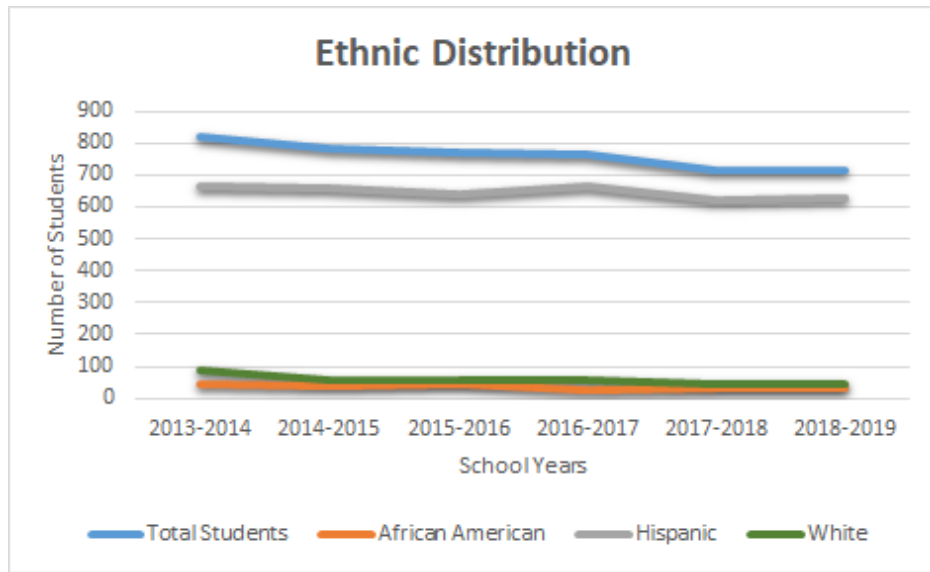
Additional Information	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Economically Disadvantaged	687	663	647	652	582	528
ELL Population	248	309	315	306	297	330
At-Risk	638	632	598	607	556	566

Chart Title

Legend: Economically Disadvantaged — ELL Population — At-Risk
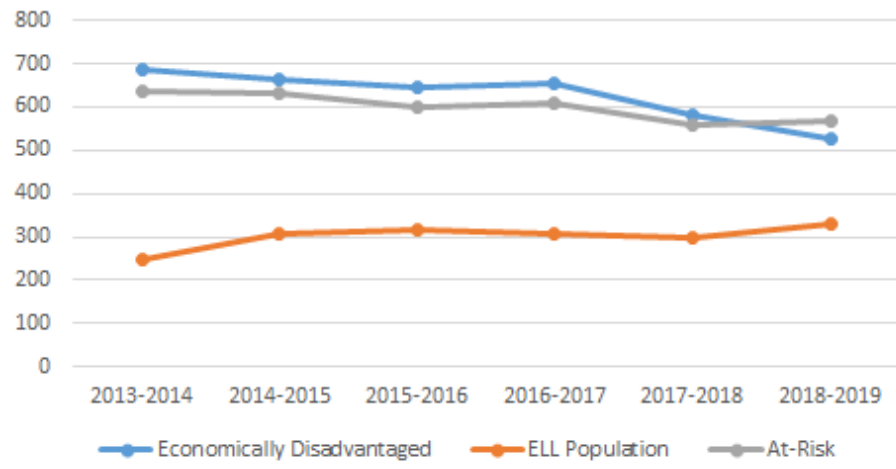
Demographics Strengths

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement

(Math, Science, ELA, Social Studies)

SOMS has worked with intentional planning using the PLC minutes. Teams unpack TEKS prior to unit. Grade level teams look at data. Math provides math lab for specific students. ELA has a 90-minute block. Math and ELA give MAP assessment 3 times annually to monitor student growth. District benchmarks are given and analyzed to guide instruction. Each core content creates common assessments.

In order to support student academic achievement, SOMS needs to focus on Tier 1 and Tier 2 instruction. There needs to be a shift from looking at data to using the data to guide instruction. Past objectives need to be spiraled into instruction weekly. CFU's will be used weekly also. Teachers will provide students with feedback on their academic growth, guide students to goal set, and analyze their own data building accountability with each student's personal growth.

Resources used at SOMS are Motivation Math, math coach, Engaging Math, Closing the distance, STAAR workstations, IXL, Imagine Math, All in Learning, Edgenuity, Pathways, and Abydos.

Interventions are provided at SOMS for math and ELA. They include PSA during advisory and Saturday ROAR tutorials. Interventionists pull small groups in math and ELA for tier 3 students.

PD's we might need:

- It'sLearning platform for guiding student pathways in all subjects

- All in Learning

- Small group instruction/Blended Learning/Workshop Approach

- Classroom management

- PLC

- 7th grade writing scoring and conference strategies

- Technology training since SOMS will be student to computer next year

School Processes & Programs

School Processes & Programs Summary

School Processes

School Processes:

Spring Oaks needs to continue its' PLC journey in continuing and developing processes that bring clarity to our goals and how we achieve them.

What to continue:

- PLC intentional agendas (both department and team)

- PLC meeting minutes with actions items highlighted and monitored

- PLC data dives

Processes that need to be developed, modified, or enhanced:

- **RTI processes and procedures;** building RTI expectations in our daily plans and instructional PD to support implementation.

- Going beyond the teacher data tracker and finding purpose for the information.

- Collaborative groups of staff members to help develop consistency in expectations and messaging in implementation of staff directives from leadership and what that will look and sound like. i.e...discipline, dress code, project class, champs,…

- Refine and strengthen grade level teams.

Discipline Processes:

- In the past when teachers entered discipline in Skyward they were able to see the outcomes. With the new process they are left guessing as to the outcome. Create a communication process to help them be part of the complete cycle and help support administration.

- What does the future ISS look like?

School Programs:

- **Project class:** How do we message this each day in classrooms by teachers?

- **Boys and Girls Club:** has highly benefited our students and their connectedness to school.

- **Champs:** New training: how will this be implemented and what are the explicit expectations.

- **PSA –** RTI time

- **Roar –** Saturday school

- **Abydos –** Across all ELA

- **Teacher College –** 7th grade pilot

School Processes & Programs Strengths

Perceptions

Perceptions Summary

Perceptions

- Motivation among staff with students could be improved, we need have to ownership

- Morale of staff could be elevated, yet self-reflective, possible incentives could help

- Classroom management needs to start first day, needs to be consistent, and needs follow-up from leadership…individual teachers have their own methods, but we need to talk the same talk at SOMS, one PLC monthly meetings can be devoted and discussed, sharing methods of how it is working, pro and cons…and what can we share. Example RTI for student behavior/academic.

- Discipline referrals could be google docs with file folders per teacher, teachers may be more apt to fill out a doc form online and place in their folder.

- Truancy is a challenging issue, what type of intervention is in place for repeat offenders, communications to inform teachers of steps being taken is necessary, yet a standard protocol needs to be followed by both teacher and leadership…communication is vital.

- Teacher retention, instructional and classroom management skills come with experience, how do we get teachers to buy in and want to stay as a record teacher

- Suggestion of journaling during PLC first 5 minutes, reflective pro and con questions specific to things in classroom, option to discuss and share at end of PLC, coaches probe for specifics if writing and discussion is null.

- Grade level team meetings are usually controlled by AP, which is necessary sometime, consistency lacking from class to class, possible occasional grade level meetings without AP controlling would help teachers become more consistent, the meeting can be held with AP present…but more as a listener and supporter.

Perceptions Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2020, at least 40% of MS students will meet or exceed growth expectations on MAP Reading CGI and 64% CGI on MAP Math.

2018-19: Reading - 35% met CGI; Math - 58 % met CGI
2017-18: Reading - 36% met CGI; Math - 59 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) Targeted support systems in place for 2019-2020 *RtI T/Thursdays *in class support *Tutorials/weekly * STAAR Saturdays	2.4, 2.5, 2.6	Administration Instructional Coaches/Interventionists Department Chairs	Student growth as demonstrated by MAP scores.			
	Funding Sources: 199 PIC 11 - Instructional Services - 500.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) Professional Development -RtI Tiered support structures and grouping students, continued.	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Student growth as demonstrated by MAP scores.			
Funding Sources: 199 PIC 11 - Instructional Services - 10646.00, 211 - School Improvement Grant - 8000.00						

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2020, MS students will respond favorably on School Rigorous Expectations by at least 67%, School Teacher-Student Relationship by at least 54%, School Climate by at least 46%, School Belonging by at least 45% and School Safety by at least 52% on the Panorama Survey.

2018-19: School Rigorous Expectations 62%, School Teacher-Student Relationship 51%, School Climate 41%, School Belonging 40%, School Safety 47%
2017-18: School Rigorous Expectations 64%, School Teacher-Student Relationship 51%, School Climate 45%, School Belonging 42%, School Safety 39%

Evaluation Data Source(s) 1: Panorama EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Recognition Assemblies held by grade level to recognize students with perfect attendance, honor roll, and S.T.A.R. Students.		Conselors Administrators	Increase school pride Assemblies every 9 weeks			
2) Students of the Month will be nominated by teachers, 2 per grade level.		Administrators Counselors	Increase opportunities for teachers to recognize students.			
3) Host after school events for students and families to promote school/home connection (i.e. academic nights, orientation, testing, Open House, parent/admin meetings).	3.1, 3.2	Administrators Administrative Assistant	Increase parent involvment and connection to school/community.			
Funding Sources: 211 - Title I, Part A - 2846.00, 199 PIC 11 - Instructional Services - 6000.00, 199 PIC 99 - Undistributed - 7300.00, 211 - Title I, Part A - TZ Grant - 930.00, Other: See Account Code - 2500.00						
TEA Priorities Recruit, support, retain teachers and principals 4) 100% of SOMS staff will participate in Project Class training to implement PC Social Skills in every class daily.	2.6	Administrators Administrative Assistant Project Class Coaches	All staff trained will yield higher impact results.			
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 5) Refer students to Project Class Coaches small group sessions as needed.	2.5, 2.6	Administrators Teachers Project Class Coach L. Cortez	Increase in compliance Increase in effective classroom management practices Decrease undesirable behaviors Increase teaching time			
Funding Sources: 211 - Title I, Part A - TZ Grant - 11800.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 6) Students, staff, and parents will enroll in Remind for updates, reminders, messages, and general information.		Administrators Administrative Assistant	Students will have a direct connection with principal for reminders, updates, and alerts.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 7) Daily announcements will include expectations for the 5Ps-Panthers: polite, punctual, prepared, productive, persevere. - TBSI/PBIS Strategy		Administrators	Reinforce expectations and positive behaviors.			
	Funding Sources: 199 PIC 99 - Undistributed - 2500.00					
8) Provide opportunities for at-risk and economically disadvantaged students to participate in fine arts, CATE and other electives aligned to T-2-4	2.4, 2.5, 2.6	Administrators Department Chairs	Increase in student connectedness to school. Increase in student awareness and preparation to achieve T-2-4 goal.			
	Funding Sources: 199 PIC 11 - Instructional Services - 6895.00					
ESF Levers Lever 3: Positive School Culture 9) Track student behavior, including tardies, discipline referrals, positive student involvement in school community by the use of Hero behavior tracker.	2.6		Decrease in discipline referrals and tardies. Increase in student connectedness to school community.			

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2020, at 24% of Spring Oaks students will perform at post-secondary-ready levels on the PSAT (390 verbal & 430 math) and/or MAP (66-77th percentile reading, 70-84th percentile math) and/or STAAR (meets grade level).

2018-19: 19% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 14% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Campus PD-August preservice on "Focus on Results/School Rating"-Domains 1, 2, and 3. Goals for each domain are incorporated into campus SMART goals and departments tasked with aligning department goals.	2.4, 2.5, 2.6	Administrators Campus Instructional Specialists	Understanding of results so that strong and attainable goals can be set for the year by each department.			
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 2) ELA/SS teachers will continue learning cycles via PD residencies (H. Durham) choice sessions.	2.4	Administration Campus Instructional Specialists DCs	Increase in number of students meeting or exceeding standards on STAAR reading and writing.			
	Funding Sources: 211 - Title I, Part A - 7063.00, 199 PIC 99 - Undistributed - 700.00, 211 - Title I, Part A - TZ Grant - 72094.00, 211 - School Improvement Grant - 207.00					
Comprehensive Support Strategy 3) Campus-wide RtI structure in place every Tuesday and Thursday. Students grouped by (Tier 1, Tier 2, and Tier 3) support needed.	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			
	Funding Sources: 199 PIC 11 - Instructional Services - 1500.00, 211 - Title I, Part A - TZ Grant - 1000.00, 211 - School Improvement Grant - 72000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 4) ELA campus leaders attended Teacher's College/Columbia Univ. to implement improved structures and approaches to literacy (reading/writing).	2.5	Adminitrator/ELA Campus Instructional Leaders DCs	Increase percentage of students at meets and masters levels on STAAR ELAR and Writing.			
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 5) ELA Department will support the continuous improvement cycle via PLC refined practices focusing on the design and delivery of instruction (unpacking units), frequent assessments (CFA/CFU/Checkpoints), and adjusting instruction based on data analysis. We will also benefit from 4 days of B. Leane's support on PLC coaching and refinement campus-wide.	2.4	Administration, Campus Instructional Specilists, DCs	Increase in Approaches, Meets, and Masters level STAAR scores.			
TEA Priorities Improve low-performing schools 6) The Math Department will support the continuous improvement cycle via PLC refined practices focusing on the design and delivery of instruction (unpacking units), frequent assessments (CFA/CFU/Checkpoints), and adjusting instruction based on data analysis. We will also have B. Leane for 4 days of PLC support and coaching.	2.4	Administrators Instructional Coaches/Interventionists Department Chair	Increase in number of students meeting or exceeding standards on STAAR			
Comprehensive Support Strategy 7) We will provide RtI every Thursday campus-wide and daily during each class so that students get the support needed to close gaps. We will host after school tutorials weekly and host Panther Roar STAAR Saturdays, 2-3 Saturdays before each round of live STAAR testing.	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			

Funding Sources: 199 PIC 11 - Instructional Services - 2293.00, 199 PIC 99 - Undistributed - 3700.00, 211 - School Improvement Grant - 4551.00, 211 - Title I, Part A - TZ Grant - 47198.25

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) The math department will be supported by Campus Instructional Specialist, Jennifer Roth during the day with a focus on new teachers and 8th grade while Stacey Weirich supports 7th grade.	2.4, 2.5, 2.6	Administration Math DC J. Roth	Increased overall achievement in math, specifically in meets and masters levels.			
Comprehensive Support Strategy 9) Students/teachers will participate in RtI structures on Tuesdays and Thursdays with SSt and ELA pulling students for support.	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			
Funding Sources: 199 PIC 11 - Instructional Services - 500.00						
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 10) Professional Development-Tiered RtI and best practices for each tier.	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 11) Increase student access to personalized learning via TLS C. Jackson's support.	2.4, 2.5, 2.6	Administration	Student progress on MAP tests Increase in Approaches and Met on STAAR tests Students progress one level or more on Telpas composite rating Increase in students exiting ESL program			
Funding Sources: 211 - Title I, Part A - 6221.00, 199 PIC 11 - Instructional Services - 10000.00, 211 - Title I, Part A - TZ Grant - 48586.00, 211 - School Improvement Grant - 37635.00						
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 12) Increase technology devices so that SOMS gets closer to 1:1 ratio until we reach Digital Expansion.	2.5	Administration	Student accessibility to on-demand learning increased in every class.			
Funding Sources: Other: See Account Code - 8465.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 13) All students will show growth from approaches to meets to masters in grades 6-8.	2.4	Admin Intervention Specialists	Students will be tracked via All in Learning through cuulative growth reports and teachers will increase CFAs/CFUs to guide instruction and increase student engagement.			
Funding Sources: 211 - School Improvement Grant - 19000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 14) Campus Leaders will participate in a campus strategic planning session to review MVVG, SMART goals, school life, celebrations, and student/teacher/staff events.	2.5, 2.6	Administration	Teachers will have buy in on campus initiatives and participate in setting school's goals for the year.			

100% = Accomplished   0% = No Progress   ✖ = Discontinue

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2020, SOMS will close existing gaps in postsecondary readiness by at least 10% across specific demographics by focusing on "all students".

2018-19: All 19%
2017-18: All 14%

2018-19: Hispanic 17%; non- Hispanic 29%
2017-18: Hispanic 12%; non- Hispanic 28%

2018-19: Eco-Dis 13%; non- Eco-Dis 26%
2017-18: Eco-Dis 10%; non- Eco-Dis 20%

2018-19: Sped 3%; non-Sped 21%
2017-18: Sped 0%; non-Sped 16%

2018-19: EL 5%; non-EL 29%
2017-18: EL 1%; non-EL 20%

2018-19: White 13%; non-white 19%
2017-18: White 30%; non-white 13%

   Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

   Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
1) Admin monitors team and PLC processes for continual MAP/STAAR growth.		Administrators	-increase teacher focus on needs and priorities -set expectations (PLC Continuum BOY and EOY) -increased admin presence and support -increased monitoring and support of DCs/Departments			
	Funding Sources: 199 PIC 11 - Instructional Services - 300.00, 199 PIC 99 - Undistributed - 1700.00, 211 - School Improvement Grant - 2207.00					
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Continue to commit to send teachers to QTEL Training during the 2019-2020 school year.		Administrators	-increase EL instructional strategies across all content areas			
Comprehensive Support Strategy 3) Implement vocabulary/language development across content areas.		Admin District PD Support	-increase cognitive academic language -increase language development			
	Funding Sources: 199 PIC 23 - Special Education - 460.00, 199 PIC 25 - ESL/Bilingual - 1535.00, 199 PIC 30 - At Risk School Wide SCE - 6020.00, 199 PIC 11 - Instructional Services - 5985.00					
Comprehensive Support Strategy 4) Monitor LSR(critical)W across content areas.		Administrators	Increase EL performance and achievment Increase exit rate			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Implement RTI across core content areas and purchase needed resources to support Tier 1, Tier 2, and Tier 3 support.	2.4, 2.5, 2.6	Administrators Intervention Specialists ELA and Math Specialists	Close gaps for struggling students Increase passing rate on STAAR Increase students achieving Met on STAAR.			
	Funding Sources: 211 - Title I, Part A - 243805.00, 211 - Title I, Part A - TZ Grant - 59708.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum 6) Utilize Effective Schools Framework Lever 4.1: Teachers will utilize curriculum and assessment aligned to TEKS with a year-long scope and sequence.	2.4, 2.5, 2.6	Administrators Intervention Specialists ELA and Math Specialists	Close gaps for struggling students Increase passing rate on STAAR Increase students achieving Met on STAAR			
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 7) Utilize Effective Schools Framework Lever 5.3: Data Driven Instruction	2.4, 2.5, 2.6	Administrators Intervention Specialists ELA and Math Specialists	Close gaps for struggling students Increase passing rate on STAAR Increase students achieving Met on STAAR			

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: Meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Targeted support systems in place for 2019-2020 *RtI T/Thursdays *in class support *Tutorials/weekly * STAAR Saturdays
1	1	2	Professional Development -RtI Tiered support structures and grouping students, continued.
2	1	5	Refer students to Project Class Coaches small group sessions as needed.
3	1	1	Campus PD-August preservice on "Focus on Results/School Rating"-Domains 1, 2, and 3. Goals for each domain are incorporated into campus SMART goals and departments tasked with aligning department goals.
3	1	2	ELA/SS teachers will continue learning cycles via PD residencies (H. Durham) choice sessions.
3	1	3	Campus-wide RtI structure in place every Tuesday and Thursday. Students grouped by (Tier 1, Tier 2, and Tier 3) support needed.
3	1	4	ELA campus leaders attended Teacher's College/Columbia Univ. to implement improved structures and approaches to literacy (reading/writing).
3	1	5	ELA Department will support the continuous improvement cycle via PLC refined practices focusing on the design and delivery of instruction (unpacking units), frequent assessments (CFA/CFU/Checkpoints), and adjusting instruction based on data analysis. We will also benefit from 4 days of B. Leane's support on PLC coaching and refinement campus-wide.
3	1	7	We will provide RtI every Thursday campus-wide and daily during each class so that students get the support needed to close gaps. We will host after school tutorials weekly and host Panther Roar STAAR Saturdays, 2-3 Saturdays before each round of live STAAR testing.
3	1	9	Students/teachers will participate in RtI structures on Tuesdays and Thursdays with SSt and ELA pulling students for support.
3	1	10	Professional Development-Tiered RtI and best practices for each tier.
3	1	11	Increase student access to personalized learning via TLS C. Jackson's support.
3	1	12	Increase technology devices so that SOMS gets closer to 1:1 ratio until we reach Digital Expansion.
3	1	13	All students will show growth from approaches to meets to masters in grades 6-8.
4	1	2	Continue to commit to send teachers to QTEL Training during the 2019-2020 school year.
4	1	3	Implement vocabulary/language development across content areas.
4	1	4	Monitor LSR(critical)W across content areas.

Goal	Objective	Strategy	Description
4	1	5	Implement RTI across core content areas and purchase needed resources to support Tier 1, Tier 2, and Tier 3 support.
4	1	6	Utilize Effective Schools Framework Lever 4.1: Teachers will utilize curriculum and assessment aligned to TEKS with a year-long scope and sequence.
4	1	7	Utilize Effective Schools Framework Lever 5.3: Data Driven Instruction

RDA Strategies

Goal	Objective	Strategy	Description
4	1	6	Utilize Effective Schools Framework Lever 4.1: Teachers will utilize curriculum and assessment aligned to TEKS with a year-long scope and sequence.
4	1	7	Utilize Effective Schools Framework Lever 5.3: Data Driven Instruction

Campus Funding Summary

			199 PIC 11 - Instructional Services		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	student travel	199.11.6494.000.046.11.0.046	$500.00
1	1	2	substitutes	199.11.6112.000.046.11.0.046	$4,000.00
1	1	2	substitutes/support statt	100.11.6122.000.046.11.0.046	$5,646.00
1	1	2	substitute/hourly support person	199.11.6125.000.046.11.0.046	$1,000.00
2	1	3	misc operating expenses	199.11.6499.000.046.11.0.046	$6,000.00
2	1	8	Supply/materials Music	199.11.6399.009.046.11.0.046	$300.00
2	1	8	supply/materials F Lang	199.11.6399.016.046.11.0.046	$150.00
2	1	8	supply/materials Art	199.11.6399.017.046.11.0.046	$1,000.00
2	1	8	supply/materials Manufacturing	199.11.6399.343.046.11.0.046	$875.00
2	1	8	supplies/materials Career Portals	199.11.6399.347.046.11.0.046	$4,270.00
2	1	8	supply/materials Health Fitness	199.11.6399.033.046.11.0.046	$300.00
3	1	3	supply/materials LA	199.11.6399.015.046.11.0.046	$1,500.00
3	1	7	supply/materials Math	199.11.6399.019.046.11.0.046	$700.00
3	1	7	supply/material	199.11.6399.334.046.11.0.046	$1,593.00
3	1	9	supply/materials Social Studies	199.11.6399.018.046.11.0.046	$500.00
3	1	11	technology equipment	199.11.6398.000.046.11.0.046	$1,000.00
3	1	11	supply materials	199.11.6399.000.046.11.0.046	$9,000.00
4	1	1	employee travel	199.11.6411.000.046.11.0.046	$300.00
4	1	3	supply/materials	199.11.6399.344.046.11.0.046	$5,985.00
				Sub-Total	$44,619.00
				Budgeted Fund Source Amount	$39,770.00

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$-4,849.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	supply/material Special Ed	199.11.6399.046.23.0.046	$460.00
				Sub-Total	$460.00
				Budgeted Fund Source Amount	$1,040.00
				+/- Difference	$580.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	supply/material Bil/Esl	199.11.6399.000.046.25.0.046	$1,535.00
				Sub-Total	$1,535.00
				Budgeted Fund Source Amount	$8,600.00
				+/- Difference	$7,065.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	supply/material At risk	199.11.6399.000.046.30.0.046	$6,020.00
				Sub-Total	$6,020.00
				Budgeted Fund Source Amount	$13,800.00
				+/- Difference	$7,780.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	overtime	199.23.6121.000.046.99.0.046	$500.00
2	1	3	copier maintanance	199.23.6269.000.046.99.0.046	$3,000.00
2	1	3	supply office	199.23.6399.000.046.99.0.046	$2,000.00
2	1	3	misc operating expense	199.23.64499.000.046.99.0.046	$1,000.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	plant maintenance and operations	199.51.6121.000.046.99.0.046	$800.00
2	1	7	supply-counselor	199.31.6399.000.046.99.0.046	$1,000.00
2	1	7	supply clinic	199.33.6399.000.046.99.0.046	$1,500.00
3	1	2	substitutes	199.12.6112.000.046.99.0.046	$700.00
3	1	7	other reading materials	199.12.6329.000.046.99.0.046	$2,000.00
3	1	7	other supplies	199.12.6399.000.046.99.0.046	$1,700.00
4	1	1	Region 4 services	199.23.6239.000.046.99.0.046	$1,000.00
4	1	1	travel-employee	199.23.6411.000.046.99.0.046	$700.00
				Sub-Total	$15,900.00
				Budgeted Fund Source Amount	$22,140.00
				+/- Difference	$6,240.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	sub/hr support personnel	211.61.6125.000.046.30.0.000.FBG20	$2,000.00
2	1	3	medicare	211.61.6141.000.046.30.0.000.FBG20	$29.00
2	1	3	workers comp	211.61.6143.000.046.30.0.000.FBG20	$13.00
2	1	3	teacher retirement	211.61.6146.000.046.30.0.000.FBG20	$205.00
2	1	3	MIS OPERATING EXPENSE	211.61.6499.000.04630.0.000.FBG20	$599.00
3	1	2	subsitutes	211.13.6112.000.046.30.0.000.FBG20	$3,000.00
3	1	2	medicare	211.13.6141.000.046.30.0.000.FBG20	$44.00
3	1	2	workers comp	211.13.6143.000.046.30.0.000.FBG20	$19.00
3	1	2	employee travel	211.11.6411.000.046.30.000.FBG20	$2,000.00
3	1	2	TRAVEL	211.23.6411.000.046.30.0.000.FBG20	$2,000.00
3	1	11	technology	211.11.6398.000.046.30.0.000.FBG20	$1,000.00
3	1	11	supplies	211.11.6399.000.046.30.0.000.FBG20	$5,221.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	interventionists and intervention support	211.11.6119.000.046.30.0.000.FBG20	$205,260.00
4	1	5	medicare	211.11.6141.000.046.30.0.000.FBG20	$3,107.00
4	1	5	employee contribution	211.11.6142.000.046.30.0.000.FBG20	$1,369.00
4	1	5	teacher retirement	211.11.6146.000.046.30.0.000.FBG20	$22,069.00
4	1	5	other payroll payments	211.11.6116.000.046.30.0.000.FBG20	$9,000.00
4	1	5	student transportation	211.11.6494.000.046.30.0.000.FBG20	$3,000.00
				Sub-Total	$259,935.00
				Budgeted Fund Source Amount	$259,935.00
				+/- Difference	$0

211 - Title I, Part A - TZ Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Mis Operating Expanse	211.13.6499.000.046.30.0.000TZI19	$930.00
2	1	5	MIS CONTRACT SERVICES	211.11.6299.000.046.30.0.000.TZI19	$11,800.00
3	1	2	Substitutes	211.11.6112.000.046.30.000.TZI19	$10,000.00
3	1	2	Travel	211.13.6411.000.046.30.0.000.TZI19	$57,500.00
3	1	2	MEDICARE	211.13.6141.000.046.30.0.000.0TZI19	$145.00
3	1	2	MEDICARE	211.11.6141.000.046.30.0.000.TZI19	$1,429.00
3	1	2	WORKERS COMP	211.11.6143.000.046.30.0.000.TZI19	$472.00
3	1	2	TRAVEL	211.23.6411.000.046.30.0.000.TZI19	$2,500.00
3	1	2	WORKERS COMP	211.13.6143.000.046.30.0.000.TZI19	$48.00
3	1	3	Oth Reading Material	211.11.6329.000.046.30.0.000.TZI19	$1,000.00
3	1	7	SOFTWARE	211.11.6397.000.046.30.0.000.TZI19	$47,198.25
3	1	11	Technology	211.11.6398.000.046.30.0.000.TZI19	$24,281.00
3	1	11	Supply	211.11.6399.000.046.30.0.000.TZI19	$24,305.00
4	1	5	Oth Payment	211.11.6116.000.046.30.0.000.TZI19	$50,000.00

211 - Title I, Part A - TZ Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Teachers Retirement	211.11.6146.000.046.30.0.000.TZI19	$8,723.00
4	1	5	TEACHER RETIREMENT	211.13.6146.000.046.30.0.000.TZI19	$985.00
				Sub-Total	$241,316.25
				Budgeted Fund Source Amount	$189,287.32
				+/- Difference	$-52,028.93
				Grand Total	$569,785.25