

Spring Independent School District

Spring Leadership Academy

2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

Spring Leadership Academy, a trailblazing institute, empowers each scholar to reach their maximum potential by fostering academic growth through transformative relationships, civic responsibility, and positive attitudes.

Vision

Spring Leadership Academy will be a school of excellence that specializes in leadership, academic achievement and personal growth. SLA is small but mighty, which allows us to provide individualized attention for the purpose of developing the whole student by focusing on character development and rigorous academics.

Core Beliefs

The Springway Core Beliefs

We base our decisions on what is **best for our students**.

We **strive for excellence** in all we do.

We **build trust** through integrity and lead by example.

We **communicate openly**.

We **value diversity** and treat everyone with dignity and respect.

We **win as a team**.

The site-based decision committee (SBDC) met in August of 2023, to conduct a campus needs assessment (CNA). The (SBDC) is composed of teachers, parents, school leadership, district leadership as well as a community member. During the CNA, SBDC members reviewed multiple sources of data to identify campus strengths and problem areas for Spring Leadership Academy (SLA). Problem statements and corresponding root cause statements were created for the problem areas. The SBDC worked together to develop targeted strategies to address the problem areas which are included in the CIP.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

SLA is a school of choice where students who are coded At-Risk and/or free & reduced lunch can apply and receive education with a focus on leadership and business. We currently have 4033 students enrolled. 218 of our students are female, while the other 187 are male. The largest populations of ethnicity represented at SLA are Hispanic students, totaling 233, Black/ African American students 127, White Students totaling 24, Asian Students totaling 3, and American Indian/ Pacific Islander totaling 12 students. We also have 4 students who are two or more races.

Below is a break down of our special populations by grade level.

	6th Grade	7th Grade	8th Grade	Total
All Students	198	119	86	403
Eco Dis	162	104	68	334
EB	72	59	34	165
SPED	20	10	9	39
504	7	4	3	14
RTI	20	7	8	35
GT	15	22	14	51

Teacher Demographics

Our staff consists of 34 teachers, eleven paraprofessionals, and 15 other staff. The most recent data indicates that most teachers at Spring Leadership Academy have, on average, six years of experience in the classroom. However, the largest group of teachers have between zero and six years of experience. In addition, 61% of our teaching staff earned their Bachelor's degree at a public university in Texas.

Parental Engagement and Community/Business Relationships

Since SLA has been open, each year has been at least partially impacted by COVID-19 Protocols. In our first year, we welcomed parents and other guests into the building and tasked our students and staff with community involvement hours for the majority of the year. As a result of this practice, we had good parental and community engagement. In our second year, we had to pause visitors and community projects. We did reach out to our community in other ways via virtual meetings and newsletters; however, our community involvement was impacted by COVID-19. We had a fully functioning PTO during both the 21/22 & 22/23 school year.

Demographics Strengths

Among our greatest strengths are our student body's small size and diversity. Our small student body and staff enable us to create a close-knit environment where everyone knows each other by name and role. We plan to continue fostering this familial environment and improve upon it as we go on. We have meaningful partnerships with our community partners, Jason's Deli, Chick-Fil-A, and Ally Medical, who donate to sponsor events throughout the year. The purpose of the events is to build a community, actively engage with our community, learn from one another, and celebrate our collective success and growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SLA needs to increase the number of family engagement opportunities. **Root Cause:** Facility constraints prohibited having parent events as there simply was not space to host them.

Student Learning

Student Learning Summary

Overview:

When reviewing student performance data, we sought out multiple sources. As a newer campus, we have state assessment data for the 2020-2021, 2021-2022 and 2022-2023 school years. We will compare our students' 2022 vs. 2023 STAAR data with their current data to show strengths and areas of need. For NWEA Map testing, we are comparing the Beginning of the year, Middle-of-year results to the end-of-year results. We also considered Attendance data, discipline data as well as survey data.

STAAR:

While planning for the 2022-2023 STAAR assessments, our campus focused on successfully implementing and monitoring the best researched-based instructional practices such as Backward design, SpringWay systems and routines, Lead4ward field guides, and effective lesson planning. Each week our campus provided interactive and engaging professional development sessions that explored the best instructional practices and addressed areas of refinement needed based on our instructional walkthrough data. Our teachers participated in effective PLCs to discuss the new curriculum, student data, and At-Bat lesson plans. We used pre-assessment and post-assessment data to create equitable student ability groups for small group instruction and academic interventions. These practices and strategies resulted in an overall increase in student performance in most content areas compared to our 2022-2023 STAAR test scores. The student performance highlights are listed below:

- This year's sixth-graders increased from 30% to 37% meets in math and from 33% to 56% meets in reading.
- This year's seventh-graders increased from 24% to 28% meets in math and decreased from 52% to 49% meets in reading.
- This year's eighth-graders increased from 24% to 34% meets in math; and from 48% to 61% meets in reading, from 22% to 48% in science, and from 11% to 50% in social studies.

After examining STAAR data in further detail, we discovered there is a significant disparity between our African American students' scores and our Hispanic student's scores. Our African American students' scores are more than ten percentage points higher than our Hispanic Students in the meets categories in 6th-8th grade reading. We also found that our general education students' scores are, on average, 15 percentage points or higher than our special education students in the meets categories in all grade levels in most content areas. Our GT Students achieved master's performance level at a rate of over 35% in all areas of STAAR in 2023. The performance increase is five percentage points higher than the 2022 STAAR data. In regards to gender disparities, we noticed that our female students outperformed our male students in the meets category in reading across all grade levels while our males students outperformed our female students in math and science.

NWEA Map:

Overall Map Scores show around 50% of our students met their growth goals in math and reading, which closely aligned with their STAAR Math and Reading assessment scores. An identified area of strength in Map assessments is displayed in the 7th-grade math, in which they exceeded their grade-level math growth goal and showed a significant increase in reading. Our 6th-grade students were .05 points away from attaining their student growth goal in math and .06 points away from reaching their growth goal in reading. 8th-grade students demonstrated the least amount of growth on campus in math and reading. We will use our 3rd period intervention period to provide intensive interventions and support to our scholars in math and reading.

TELPAS:

We have made significant gains in our Emergent Bilingual students' English language acquisition skills. Over 75% of our Emergent Bilingual students scored advanced or higher on their TELPAS composite scores. In 6th grade, 22% of students advanced one level higher in yearly progress, and 30% achieved a composite score of advanced high. The data for our 7th graders show that 18% of students advanced one level higher in yearly progress, and 22% achieved a composite score of advanced high. In 8th grade, 33% of students grew one level higher in annual progress, and 16% achieved a composite score of advanced high. To better meet the needs of our Emergent Bilingual students, we will begin utilizing the Elevation platform to provide prescriptive support and resources for our scholars and teachers. The embedded content and language support will assist our scholars with growing at least one level in their yearly progress.

Discipline:

Throughout the year, 6th graders had 45 incidents recorded, 7th graders had 42 incidents reported, and 8th graders had a total of 56 incidents reported. The top five disciplinary infractions were disruption, defiance of authority, unacceptable physical conduct, throwing objects, and profanity. The yearly discipline trends report shows that the rate of disciplinary infractions has decreased during the 2022-2023 school year compared to the 2020-2021 and 2021-2022 school years. COVID-19 implications such as campus closure, remote learning, and re-acclimation to the academic learning environment contribute heavily towards the variance in the rate of disciplinary incidents.

Discipline data for the 2022-2023 School Year is below. Our former goal was to decrease the number of infractions with African Americans in Special Education, and we met that goal as well.

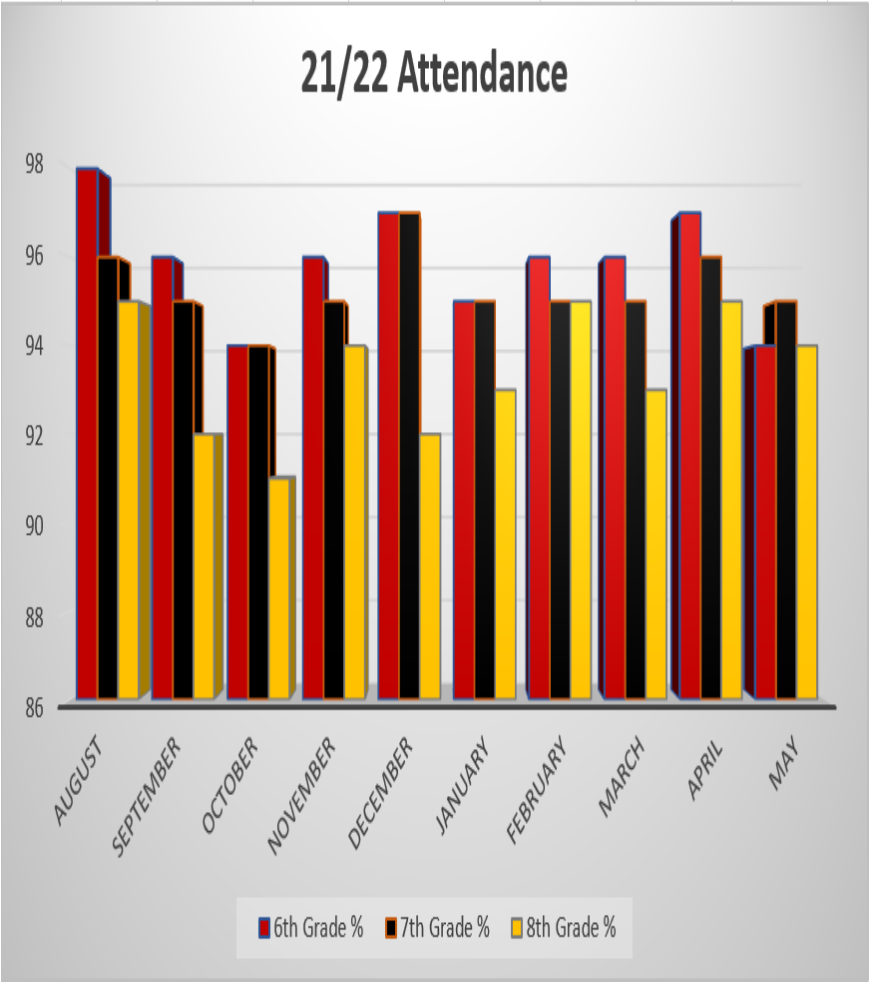
Black/ African American Male Counts			
Month	6th Grade	7th Grade	8th Grade
August	0	0	0
September	1	3	2
October	1	1	3
November	1	2	1
December	2	0	2
January	3	3	4
February	2	6	4
March	0	2	1
April	3	3	3
May	2	1	1

SPED Counts			
Month	6th Grade	7th Grade	8th Grade
August	0	0	0
September	0	0	1
October	2	0	3
November	0	0	0
December	0	0	0
January	0	1	0
February	2	0	0
March	0	0	0
April	0	0	0
May	0	0	1

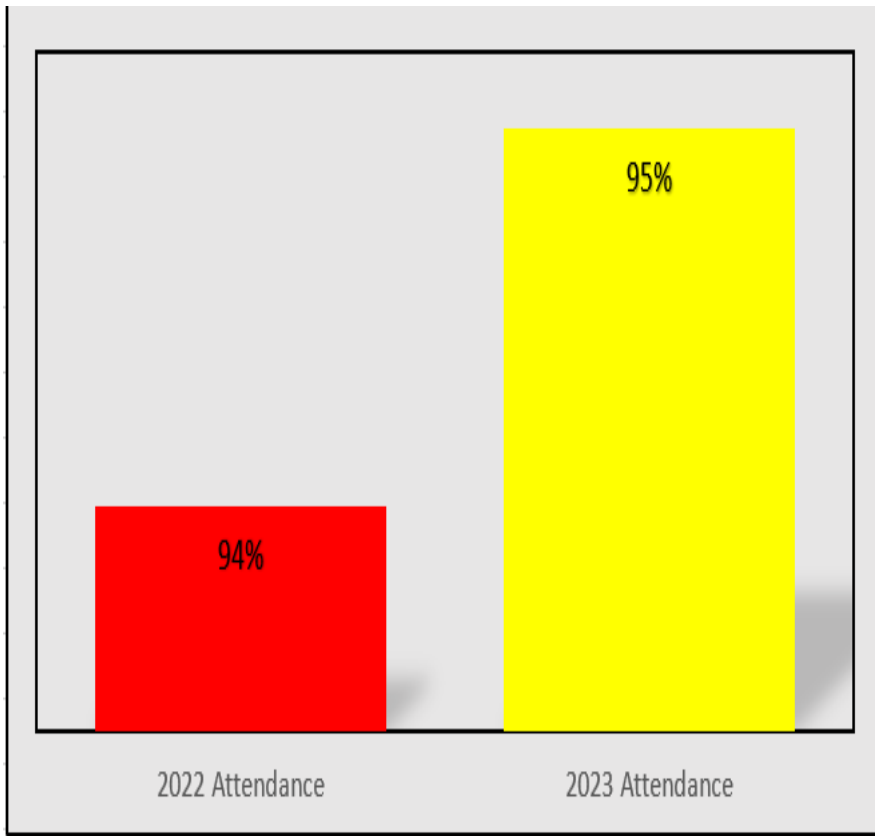
Black/ African American Male Sped Counts			
Month	6th Grade	7th Grade	8th Grade
August	0	0	0
September	0	0	1
October	0	0	3
November	0	0	0
December	0	0	0
January	0	0	0
February	1	0	0
March	0	2	0
April	0	0	0
May	0	0	0

Attendance:

We closed the 2022-2023 school year out with an attendance rate of 95%. We met our CIP Goal of a 1.5% increase and will be setting a goal to increase at minimum another 2%. Our attendance data is below.



ATTENDANCE COMPARISON



Student Learning Strengths

Academics:

Our GT Students seem to be mastering at a rate of over 12% in all areas of STAAR.

Our 6th-grade students have less disparity between genders and ethnicity than our other grade levels.

Our Economic Disadvantaged students are performing the same as, or very close to as well as our general student population.

Our Emergent Bilingual students perform at the same level, near to, or above our general student population.

Our Monitor Students outperform our general student population and are nearing our GT population in some areas.

Overall Map Scores show around 50% of our students met their growth goals in math and reading.

TELPAS: We have 1% Beginning level Composite TELPAS scores across all grade levels. Writing is our highest rated TELPAS proficiency level across all grade levels, followed by listening and then reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data indicates that our highest need content area is math, with last year's 7th graders scoring the lowest in the content area. **Root Cause:** Tier I instruction and intervention are not supporting our students' needs where they are.

Problem Statement 2 (Prioritized): There is a significant disparity between our African American students' scores and our Hispanic student's scores. **Root Cause:** Tier I instruction and differentiation have not met the needs of all students.

Problem Statement 3 (Prioritized): There is a significant disparity between our general education students' scores and our special education students' scores. **Root Cause:** Lack of targeted special education professional development on planning and differentiation of Tier I instruction to meet the needs of our students.

School Processes & Programs

School Processes & Programs Summary

The SLA Instructional Leadership Team has a weekly targeted instructional focus for the campus. The SLA Instructional Leadership Team consists of a Math MCL, Science MCL, ELAR MCL, Social Studies MCL, ESL Coach, two Instructional Specialist, Student Support Specialist, testing coordinator, Academic Specialist, Associate Principal, and Campus Principal. Each of the instructional team members supports specific content areas that are aligned with the team member's strengths and abilities. As a leadership team, we meet weekly to discuss teacher and student data, teacher coaching and feedback, student support, best instructional practices, and intervention plans. The SLA Instructional Leadership Team collaborated to build and create our PLC schedule and agenda, instructional walkthrough calendar, instructional walkthrough forms, teacher feedback, coaching documents, and the alignment of systems to track and monitor student and teacher data. Our leadership team has created strategic partnerships with local and nationwide universities to recruit teachers at SLA to identify and recruit high-quality teachers for our campus. The Instructional Team provides prescriptive resources and professional development opportunities and supports promoting growth among SLA teachers. Every teacher at SLA will receive feedback and support from a MCL, Instructional Specialist or Academic Specialist, and an Administrator to help our teachers meet our campus improvement goals. This practice will also solidify the campus expectations for our teachers and promote a common language among all SLA staff members. The SLA Google Hub houses all campus protocols and procedures and instructional and professional development resources that are easily accessible by all staff members. The Google Hub is updated daily to provide real-time access to pertinent campus information and resources. Our campus offers more than 20 student clubs to join that include Basketball, gaming, technology, leadership, and various other clubs. Each of our clubs allows our scholars to engage with their peers and explore ideas, concepts, or practices. Our master schedule was specifically designed to meet our scholars' unique needs and interests. Our master schedule also includes a 47-minute acceleration period where students receive instructional support and resources that target their areas of targeted improvement in math and reading.

School Processes & Programs Strengths

The SLA Processes and program strengths include the accessibility of all campus protocols, procedures, and instructional resources via the SLA Google Hub, an influential and team-oriented community, a structured campus organizational chart, and detailed roles and responsibilities for SLA staff members.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All campus protocols, procedures, and instructional practices at SLA must be reviewed and adjusted as well as being clearly and effectively communicated and consistently reinforced. **Root Cause:** The addition of a new facility, time constraints, new staff members and new leadership team members.

Perceptions

Perceptions Summary

The Campus Advisory Committee surveyed and met with parents, scholars, and staff members to discuss the campus culture and perceptions of the campus. We pride ourselves on providing our stakeholders with exemplary customer service and meeting the needs of our scholars. Our administrators are relationship-centered, personable, present, and respond to all inquiries within 24 hours. 91% of parents surveyed believed that our school-based administrators were courteous when they have a concern, and 82% of parents affirmed that school-based administrators make decisions that are in the best interest of the students. We pride ourselves on consistently engaging our community through written and oral communication, meetings, and social media. 92% of all parents surveyed had favorable perceptions of the campus regarding how SLA conducts business in terms of parent communication and engagement, response time, instruction, and meeting the needs of our students. The safety and security of our scholars and staff members are our first priority at SLA. We have instituted robust systems to monitor safety on the campus, and we continuously perform safety drills and provide real-time communication to all stakeholders. 98% of staff members and 87% of parents surveyed state that our campus is safe. We believe in providing our scholars with rigorous academic instruction through exploration, student-centered activities, and blended learning. 86% of parents and students surveyed believe that the campus sets high learning standards for all students, and 84% of all parents surveyed rated the quality of the campus as good or excellent. Our campus's identified area of improvement is our teachers' ability to make relevant real-world connections to the content discussed in class. 27% of parents and over one-third of students surveyed strongly disagree or disagree that our teachers successfully show students how lesson lessons relate to life outside of school. Most parents also believe that SLA has a satisfactory reputation and believe that most businesses in the community share their perceptions. Campus culture, values, and beliefs. Most parents thought the community had a favorable view of the campus and felt that students at SLA receive a quality education. Our campus will continue to conduct surveys administered to all stakeholders to gain further insight into their perception of the culture, climate, values, and beliefs of SLA.

Perceptions Strengths

The Campus Advisory Committee parent survey and discussion identified the three specific strengths among SLA staff members: Effective communication, professionalism, and commitment to student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): SLA hosted a limited number of events for parents and communities that would allow all stakeholders to foster positive relationships and perception. **Root Cause:** Facility constraints.

Priority Problem Statements

Problem Statement 1: Data indicates that our highest need content area is math, with last year's 7th graders scoring the lowest in the content area.

Root Cause 1: Tier 1 instruction and intervention are not supporting our students' needs where they are.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a significant disparity between our African American students' scores and our Hispanic student's scores.

Root Cause 2: Tier I instruction and differentiation have not met the needs of all students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a significant disparity between our general education students' scores and our special education students' scores.

Root Cause 3: Lack of targeted special education professional development on planning and differentiation of Tier I instruction to meet the needs of our students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: SLA hosted a limited number of events for parents and communities that would allow all stakeholders to foster positive relationships and perception.

Root Cause 4: Facility constraints.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: All campus protocols, procedures, and instructional practices at SLA must be reviewed and adjusted as well as being clearly and effectively communicated and consistently reinforced.

Root Cause 5: The addition of a new facility, time constraints, new staff members and new leadership team members.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: SLA needs to increase the number of family engagement opportunities.

Root Cause 6: Facility constraints prohibited having parent events as there simply was not space to host them.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- 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) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data
- T-P ESS data

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

Goals

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Reading assessment will increase performance by 1% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Reading assessment.





Performance Level 2023 % 2024 %

Approaches	87%	to	88%
Meets	56%	to	57%
Masters	21%	to	22%

Evaluation Data Sources: Reading STAAR, MAP Data, Campus Interim & Formative Assessments, District Formative Assessments and Amplify Unit Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Backwards Design Planning, Campus Assessment Calendar, Lesson Planning: SLA teachers will engage in backwards design planning sessions to analyze STAAR, MAP, campus & district assessment data specific to SLA scholars. Teachers will dissect the Spring ISD curriculum resources (Amplify Curriculum, Curriculum Map, Unit Guide, Scope & Sequence, Pacing Calendar) via Schoology and its alignment with STAAR reporting categories. Teachers will unpack the TEKS relative to their respective core content areas and create TEKS-aligned, campus-based common assessments according to the SLA campus assessment calendar.</p> <p>Strategy's Expected Result/Impact: Result: Teachers will have an in-depth understanding of SLA scholars to begin the school year and regularly assess their respective levels of progression throughout the school year with TEKS aligned assessments. Teachers will develop and improve their planning skill-sets throughout the school year resulting in 57% Meets on STAAR Reading.</p> <p>Impact: The data obtained from campus-based assessments will consistently inform teacher instructional practices throughout the school year. Instructional adjustments and targeted interventions will be based upon the analysis of the related data.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Reading Interventionist, SSS, Instructional Specialist, ELA MCL, 6 - 8 Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<p>Strategy 2: Professional Learning Communities (Data, Planning, Learning, Practice): Instructional leaders and teachers will purposefully engage in one of the four types of PLC's weekly according to the PLC Framework Calendar. Prep-work is required before attending each PLC type and specific outcomes are expected at the conclusion of the PLC that will directly impact educator practice and/or student performance. In Planning PLC's, teachers will collaborate to create inquiry based lessons that are aligned to both the TEKS and campus-based common assessments. This Backwards Design Planning process will continue and be refined throughout the school year via Planning PLCs according to the SLA PLC Framework.</p> <p>Strategy's Expected Result/Impact: Result: All core content teachers will be able to plan together and ensure there is vertical alignment in their instructional delivery. Teachers will improve their professional practice and be better prepared to deliver quality instruction resulting in 57% Meets on STAAR.</p> <p>Impact: Core content teachers will be able to effectively differentiate their instruction to reach scholars at all levels and be well versed in the manner in which TEKS scaffold from year to year. This in turn will allow each scholar to reach his or her full academic capacity as evidenced by performance on campus-based assessments, district assessments and at the Meets level on the STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist , Math Interventionist, Math MCL, 6 - 8 Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<p>Strategy 3: A targeted tier 1 intervention period will be added to the master schedule. Students will have 45 minutes of reading/math interventions on a rotational schedule Monday - Thursday each week. All identified students will receive 30 hours of accelerated instruction per HB1416.</p> <p>Strategy's Expected Result/Impact: These interventions will close gaps for our students in these areas by providing accelerated instruction that addresses deficiencies from the prior school year.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Reading Interventionist, ELA MCL, 6 - 8 Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Purchase supplies and instructional material to supplement district curriculum so that all scholars meet instructional targets Strategy's Expected Result/Impact: Result: Teachers will be able to utilize instructional supplies and materials to supplement instruction to ensure scholars reach their academic goals Impact: Scholars will increase their performance on high level TEKS by at least 15%, which will ensure that the campus reaches their instructional goals Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, MCLs, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2 Funding Sources: Lamination and poster paper - 211 Title I, Part A - \$1,545.13, Toner - 211 Title I, Part A - \$289.76, Nearpod - 211 Title I, Part A - \$4,868.50	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Set academic goals for each scholar, and provide each scholar with an assesment data tracking journal to progress monitor their assessment data through out the year and identify gaps to ensure they meet their goal. Strategy's Expected Result/Impact: All scholars will take a hands on approach to tracking assesment data. This will keep scholars on track to meet their individual STAAR goals thatalign to campus STAAR goals. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, MCLs, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1 Funding Sources: Student Data Tracker Journals - 211 Title I, Part A - \$4,059	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Data indicates that our highest need content area is math, with last year's 7th graders scoring the lowest in the content area. **Root Cause:** Tier 1 instruction and intervention are not supporting our students' needs where they are.

Problem Statement 2: There is a significant disparity between our African American students' scores and our Hispanic student's scores. **Root Cause:** Tier I instruction and differentiation have not met the needs of all students.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Math assessment will increase performance by 7% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Math assessment.

Performance Level 2023 % 2024 %





Approaches	73%	to	80%
Meets	33%	to	40%
Masters	6%	to	7%

Evaluation Data Sources: Math STAAR, MAP Data, Campus Interim & Formative Assessments, District Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Backwards Design Planning, Campus Assessment Calendar, Lesson Planning: SLA teachers will engage in backwards design planning sessions to analyze STAAR, MAP, campus & district assessment data specific to SLA scholars. Teachers will dissect the Spring ISD curriculum resources (Carnegie Curriculum, Curriculum Map, Unit Guide, Scope & Sequence, Pacing Calendar) via Schoology and its alignment with STAAR reporting categories. Teachers will unpack the TEKS relative to their respective core content areas and create TEKS-aligned, campus-based common assessments according to the SLA campus assessment calendar.</p> <p>Strategy's Expected Result/Impact: Result: Teachers will have an in-depth understanding of SLA scholars to begin the school year and regularly assess their respective levels of progression throughout the school year with TEKS aligned assessments. Teachers will develop and improve their planning skill-sets throughout the school year resulting in 40% Meets on STAAR Math.</p> <p>Impact: The data obtained from campus-based assessments will consistently inform teacher instructional practices throughout the school year. Instructional adjustments and targeted interventions will be based upon the analysis of the related data.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist , Math Interventionist, Math MCL, 6 - 8 Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Learning Communities (Data, Planning, Learning, Practice): Instructional leaders and teachers will purposefully engage in one of the four types of PLC's weekly according to the PLC Framework Calendar. Prep-work is required before attending each PLC type and specific outcomes are expected at the conclusion of the PLC that will directly impact educator practice and/or student performance. In Planning PLC's, teachers will collaborate to create inquiry based lessons that are aligned to both the TEKS and campus-based common assessments. This Backwards Design Planning process will continue and be refined throughout the school year via Planning PLCs according to the SLA PLC Framework.</p> <p>Strategy's Expected Result/Impact: Result: All core content teachers will be able to plan together and ensure there is vertical alignment in their instructional delivery. There will be a focus on concept development, problems to practice application, and student debriefing. Teachers will improve their professional practice and be better prepared to deliver quality instruction resulting in 40% Meets on STAAR.</p> <p>Impact: Core content teachers will be able to effectively differentiate their instruction to reach scholars at all levels and be well versed in the manner in which TEKS scaffold from year to year. This in turn will allow each scholar to reach his or her full academic capacity as evidenced by performance on campus-based assessments, district assessments and at the Meets level on the STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist , Math Interventionist, Math MCL, 6 - 8 Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: A targeted tier 1 intervention period will be added to the master schedule. Students will have 45 minutes of reading/math interventions on a rotational schedule Monday - Thursday each week. All identified students will receive 30 hours of accelerated instruction per HB1416. Strategy's Expected Result/Impact: These interventions will close gaps for our students in these areas by providing accelerated instruction that addresses deficiencies from the prior school year. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist , Math Interventionist, Math MCL, 6 - 8 Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Purchase supplemental instructional material to engage scholars where they are instructionally to meet their academic goals. Strategy's Expected Result/Impact: Result: Teachers will be able to utilize instructional supplies and materials to supplement instruction to ensure scholars reach their academic goals. Impact: Scholars will increase their performance on high level TEKS by at least 15%, which will ensure that the campus reaches their instructional goals Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, MCLs, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Set academic goals for each scholar, and provide each scholar with an assessment data tracking journal to progress monitor their assessment data through out the year and identify gaps to ensure they meet their goal. Strategy's Expected Result/Impact: All scholars will take a hands on approach to tracking assessment data. This will keep scholars on track to meet their individual STAAR goals that align to campus STAAR goals. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, MCLs, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: We will record lessons in order to give instructional feedback using the See It, Name It, Do It protocol. Strategy's Expected Result/Impact: Using recordings of instruction to provide See It, Name It, Do It style coaching will allow teachers to quickly implement instructional best practices which will result in scholars reaching their academic goals. Staff Responsible for Monitoring: Principal, Associate Principal, Campus Academic Specialist, MCLs, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Swivel - 211 Title I, Part A - \$935	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Data indicates that our highest need content area is math, with last year's 7th graders scoring the lowest in the content area. Root Cause: Tier 1 instruction and intervention are not supporting our students' needs where they are.
Problem Statement 2: There is a significant disparity between our African American students' scores and our Hispanic student's scores. Root Cause: Tier I instruction and differentiation have not met the needs of all students.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Science assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Science assessment.

Performance Level 2023 % 2024 %





Approaches	79%	to	82%
Meets	48%	to	51%
Masters	7%	to	8%

Evaluation Data Sources: Science STAAR, Campus Interim & Formative Assessments, District Formative Assessments

Next Year's Recommendation: Pending STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Backwards Design Planning, Campus Assessment Calendar, Lesson Planning: SLA teachers will engage in backwards design planning sessions to analyze STAAR, MAP, campus & district assessment data specific to SLA scholars. Teachers will dissect the Spring ISD curriculum resources (Curriculum Map, Unit Guide, Scope & Sequence, Pacing Calendar) via Schoology and its alignment with STAAR reporting categories. Teachers will unpack the TEKS relative to their respective core content areas and create TEKS-aligned, campus-based common assessments according to the SLA campus assessment calendar.</p> <p>Strategy's Expected Result/Impact: Result: Teachers will have an in-depth understanding of SLA scholars to begin the school year and regularly assess their respective levels of progression throughout the school year with TEKS aligned assessments. Teachers will develop and improve their planning skill-sets throughout the school year resulting in 51% Meets on STAAR.</p> <p>Impact: The data obtained from campus-based assessments will consistently inform teacher instructional practices throughout the school year. Instructional adjustments and targeted interventions will be based upon the analysis of the related data. An increase in the following:</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Science MCL, 8th Grade Science Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Learning Communities (Data, Planning, Learning, Practice): Instructional leaders and teachers will purposefully engage in one of the four types of PLC's weekly according to the PLC Framework Calendar. Prep-work is required before attending each PLC type and specific outcomes are expected at the conclusion of the PLC that will directly impact educator practice and/or student performance. In Planning PLC's, teachers will collaborate to create inquiry based lessons that are aligned to both the TEKS and campus-based common assessments. This Backwards Design Planning process will continue and be refined throughout the school year via Planning PLCs according to the SLA PLC Framework calendar.</p> <p>Strategy's Expected Result/Impact: Result: All core content teachers will be able to plan together and ensure there is vertical alignment in their instructional delivery. Teachers will improve their professional practice and be better prepared to deliver quality instruction resulting in 51% Meets on STAAR.</p> <p>Impact: Core content teachers will be able to effectively differentiate their instruction to reach scholars at all levels and be well versed in the manner in which TEKS scaffold from year to year. This in turn will allow each scholar to reach his or her full academic capacity as evidenced by performance on campus-based assessments, district assessments and at the Meets level on the STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Academic Advisor, Reading, Science MCL, 6-8 Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplemental instructional material to engage scholars where they are instructionally to meet their academic goals. Strategy's Expected Result/Impact: Result: Teachers will be able to utilize instructional supplies and materials to supplement instruction to ensure scholars reach their academic goals. Impact: Scholars will increase their performance on high level TEKS by at least 15%, which will ensure that the campus reaches their instructional goals Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, MCLs, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Set academic goals for each scholar, and provide each scholar with an assessment data tracking journal to progress monitor their assessment data through out the year and identify gaps to ensure they meet their goal. Strategy's Expected Result/Impact: All scholars will take a hands on approach to tracking assessment data. This will keep scholars on track to meet their individual STAAR goals that align to campus STAAR goals. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, MCLs, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Data indicates that our highest need content area is math, with last year's 7th graders scoring the lowest in the content area. Root Cause: Tier 1 instruction and intervention are not supporting our students' needs where they are.

Student Learning
Problem Statement 2: There is a significant disparity between our African American students' scores and our Hispanic student's scores. Root Cause: Tier I instruction and differentiation have not met the needs of all students.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Social Studies assessment will increase performance by 5% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Social Studies assessment.





Performance Level 2023 % 2024 %

Approaches	75%	to	80%
Meets	30%	to	35%
Masters	11%	to	12%

Evaluation Data Sources: Social Studies STAAR, Campus Interim & Formative Assessments, District Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Backwards Design Planning, Campus Assessment Calendar, Lesson Planning: SLA teachers will engage in backwards design planning sessions to analyze STAAR, MAP, campus & district assessment data specific to SLA scholars. Teachers will dissect the Spring ISD curriculum resources (Curriculum Map, Unit Guide, Scope & Sequence, Pacing Calendar) via Schoology and its alignment with STAAR reporting categories. Teachers will unpack the TEKS relative to their respective core content areas and create TEKS-aligned, campus-based common assessments according to the SLA campus assessment calendar.</p> <p>Strategy's Expected Result/Impact: Result: Teachers will have an in-depth understanding of SLA scholars to begin the school year and regularly assess their respective levels of progression throughout the school year with TEKS-aligned assessments. Teachers will develop and improve their planning skill-sets throughout the school year resulting in 35% Meets on STAAR.</p> <p>Impact: The data obtained from campus-based assessments will consistently inform teacher instructional practices throughout the school year. Instructional adjustments and targeted interventions will be based upon the analysis of the related data</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Instructional Specialist, Social Studies MCL, and 8th Grade Social Studies Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Learning Communities (Data, Planning, Learning, Practice): Instructional leaders and teachers will purposefully engage in one of the four types of PLC's weekly according to the PLC Framework Calendar. Prep-work is required before attending each PLC type and specific outcomes are expected at the conclusion of the PLC that will directly impact educator practice and/or student performance. In Planning PLC's, teachers will collaborate to create inquiry based lessons that are aligned to both the TEKS and campus-based common assessments. This Backwards Design Planning process will continue and be refined throughout the school year via Planning PLCs according to the SLA PLC Framework.</p> <p>Strategy's Expected Result/Impact: Result: All core content teachers will be able to plan together and ensure there is vertical alignment in their instructional delivery. Teachers will improve their professional practice and be better prepared to deliver quality instruction resulting in 35% Meets on STAAR.</p> <p>Impact: Core content teachers will be able to effectively differentiate their instruction to reach scholars at all levels and be well versed in the manner in which TEKS scaffold from year to year. This in turn will allow each scholar to reach his or her full academic capacity as evidenced by performance on campus-based assessments, district assessments and at the Meets level on the STAAR Social Studies.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Social Studies MCL, 8th Grade Social Studies Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplies and instructional material to supplement district curriculum so that all scholars meet instructional targets Strategy's Expected Result/Impact: Result: Teachers will be able to utilize instructional supplies and materials to supplement instruction to ensure scholars reach their academic goals Impact: Scholars will increase their performance on high level TEKS by at least 15%, which will ensure that the campus reaches their instructional goals Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, MCLs, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Set academic goals for each scholar, and provide each scholar with an assessment data tracking journal to progress monitor their assessment data through out the year and identify gaps to ensure they meet their goal. Strategy's Expected Result/Impact: All scholars will take a hands on approach to tracking assessment data. This will keep scholars on track to meet their individual STAAR goals that align to campus STAAR goals. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, MCLs, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Data indicates that our highest need content area is math, with last year's 7th graders scoring the lowest in the content area. Root Cause: Tier 1 instruction and intervention are not supporting our students' needs where they are.





Student Learning
Problem Statement 2: There is a significant disparity between our African American students' scores and our Hispanic student's scores. Root Cause: Tier I instruction and differentiation have not met the needs of all students.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (EOY), 42% of students enrolled in Grades 6-7 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 40%

Strategy 1 Details	Reviews			
Strategy 1: Set academic goals for each scholar, and provide each scholar with an assessment data tracking journal to progress monitor their assessment data through out the year and identify gaps to ensure they meet their goal. Strategy's Expected Result/Impact: All scholars will take a hands on approach to tracking assessment data. This will keep scholars on track to meet their individual NWEA MAP goals that align to campus NWEA MAP goals. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Student Support Specialist, MCLs, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: A targeted tier 1 intervention period will be added to the master schedule. Students will have 45 minutes of reading interventions using APEX on a rotational schedule Monday - Thursday each week. All identified students will receive 30 hours of accelerated instruction per HB1416. Strategy's Expected Result/Impact: These interventions will close gaps for our students in these areas by providing accelerated instruction that addresses deficiencies from the prior school year. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, SSS, Reading Interventionist, ELA MCL, 6 - 8 Teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 5 Problem Statements:





Student Learning
Problem Statement 1: Data indicates that our highest need content area is math, with last year's 7th graders scoring the lowest in the content area. Root Cause: Tier 1 instruction and intervention are not supporting our students' needs where they are.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 48% of students enrolled in Grade 8 participating in the NWEA MAP Math Assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 33%

Strategy 1 Details	Reviews			
Strategy 1: Set academic goals for each scholar, and provide each scholar with an assessment data tracking journal to progress monitor their assessment data through out the year and identify gaps to ensure they meet their goal. Strategy's Expected Result/Impact: All scholars will take a hands on approach to tracking assessment data. This will keep scholars on track to meet their individual NWEA MAP goals that align to campus NWEA MAP goals. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Student Support Specialist, MCLs, Teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<p>Strategy 2: A targeted tier 1 intervention period will be added to the master schedule. Students will have 45 minutes of reading interventions using Mathia or Mathstream on a rotational schedule Monday - Thursday each week. All identified students will receive 30 hours of accelerated instruction per HB1416.</p> <p>Strategy's Expected Result/Impact: These interventions will close gaps for our students in these areas by providing accelerated instruction that addresses deficiencies from the prior school year.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, SSS, Reading Interventionist, ELA MCL, 6 - 8 Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>		Formative			Summative
		Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					





Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: Data indicates that our highest need content area is math, with last year's 7th graders scoring the lowest in the content area. Root Cause: Tier 1 instruction and intervention are not supporting our students' needs where they are.</p>

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024, the campus will maintain a 96% attendance rate.

2023 Attendance Rate: 95.0%

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives such a treats, dances, or special events based on quarterly attendance goals. Strategy's Expected Result/Impact: Result: 96 % student attendance rate. Impact: The 1.5% increase in our student attendance rate will increase instructional time and student exposure to the curriculum and learning environment. Staff Responsible for Monitoring: Attendance Clerk, Attendance Committee, Student Support Specialists Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct home-visits for students who have missed 3 or more consecutive days. Strategy's Expected Result/Impact: Result: The home visits will foster stronger relationships between parents, students, and the campus. Our students will obtain higher levels of attendance and receive the social-emotional supports needed to be academically successful. Impact: Students will be less likely to miss multiple days of school. Staff Responsible for Monitoring: Counselor, Attendance Clerk, Attendance Committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 1: Data indicates that our highest need content area is math, with last year's 7th graders scoring the lowest in the content area. Root Cause: Tier 1 instruction and intervention are not supporting our students' needs where they are.</p> <p>Problem Statement 2: There is a significant disparity between our African American students' scores and our Hispanic student's scores. Root Cause: Tier I instruction and differentiation have not met the needs of all students.</p> <p>Problem Statement 3: There is a significant disparity between our general education students' scores and our special education students' scores. Root Cause: Lack of targeted special education professional development on planning and differentiation of Tier I instruction to meet the needs of our students.</p>





Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

- Evaluation Data Sources:** Student local assessments, benchmark assessments, MAP, and BOY and MOY assessments, and STAAR
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Pending STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Students will be assessed using UPAR following the MOY Reading Map Test to determine and document a need for Text to Speech accommodation on Tests. Strategy's Expected Result/Impact: Result: Students reading significantly below grade level will receive the text to speech accommodation on STAAR. Impact: Providing students reading below grade level with the text to speech accommodation will increase student achievement and decrease the gap between students groups by 5%. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Student Support Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: All core teachers will be trained in Aggressive Monitoring to identify common misconceptions during independent practice and make the necessary instructional adjustments. Strategy's Expected Result/Impact: Result: Misconceptions will be identified in the moment and teachers will be able to make instructional adjustments. Impact: Identifying misconceptions and making instructional adjustments in the moment will increase student achievement and decrease the gap between students groups by 5%. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Instructional Specialist/ Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
			N/A		
Strategy 3 Details		Reviews			
Strategy 3: Three special education professional developments (two in the fall semester and one in the spring semester) will be required for all instructional staff on PLC Learning Friday's on the topics of planning and differentiation. Strategy's Expected Result/Impact: Reduce the academic disparity between our general education and special education students assessment scores. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: All core teachers will receive a SWIVL capturing lessons on video with and sharing them with students to watch at home as needed and improve teacher effectiveness and Strategy's Expected Result/Impact: Result: Teachers will be able to reach entire classes comprised of students with diverse learning styles and enhance their professional development efforts by enabling skill sharing with administrators and mentors. Impact: Create sharable, measurable learning content from lessons quickly and easily. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Instructional Specialist/Coaches Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: 11 Swivls - 211 Title I, Part A - \$935		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Data indicates that our highest need content area is math, with last year's 7th graders scoring the lowest in the content area. Root Cause: Tier 1 instruction and intervention are not supporting our students' needs where they are.
Problem Statement 2: There is a significant disparity between our African American students' scores and our Hispanic student's scores. Root Cause: Tier I instruction and differentiation have not met the needs of all students.
Problem Statement 3: There is a significant disparity between our general education students' scores and our special education students' scores. Root Cause: Lack of targeted special education professional development on planning and differentiation of Tier I instruction to meet the needs of our students.
School Processes & Programs
Problem Statement 1: All campus protocols, procedures, and instructional practices at SLA must be reviewed and adjusted as well as being clearly and effectively communicated and consistently reinforced. Root Cause: The addition of a new facility, time constraints, new staff members and new leadership team members.

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Next Year's Recommendation: We will continue to implement the incentive program for scholars as well as PBIS reward to ensure our discipline rates with AA SPED continue to decline.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: We will implement a proactive and responsive discipline structure that leverages the leadership and relationship building strengths of targeted staff members to strategically engage scholars prior discipline referrals and respond to discipline referrals using restorative discipline practices.</p> <p>Strategy's Expected Result/Impact: Result: Students who have behaviors affecting their academics can be addressed through proactive and restorative discipline practices reducing campus exclusionary discipline.</p> <p>Impact: A 10% decrease in African American male general education and African American male SPED eligible student suspension rates.</p> <p>Staff Responsible for Monitoring: Student Support Specialists, Behavior Specialists, and Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>				

Strategy 2 Details	Reviews			
Strategy 2: Special incentive events (dances, sports events, etc.) will be offered each 9 weeks with behavior requirements in order to incentivize good behavior. Strategy's Expected Result/Impact: Result: Students will have incentives to look forward to in each quarter to encourage good behavior. Impact: A 10% decrease in African American male general education and African American male SPED eligible student suspension rates. Staff Responsible for Monitoring: Principal, Associate Principal, Student Support Specialist, RTI Leaders, Discipline Committee ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: SLA hosted a limited number of events for parents and communities that would allow all stakeholders to foster positive relationships and perception. Root Cause: Facility constraints.

Goal 3: ENGAGEMENT - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a XX% rate .

Evaluation Data Sources: Attendance Data from Sign In Logs, Parent and Student Survey Data

Strategy 1 Details	Reviews			
Strategy 1: We will host Donuts with Father Figures in October of 2023 to make fathers and male role models feel welcome and appreciated at SLA. Strategy's Expected Result/Impact: Children with involved fathers have higher levels of sociability, confidence, and self-control. Children are less likely to act out in school and engage in risky adolescent behaviors. Staff Responsible for Monitoring: Principal, Associate Principal, FEL, CIS Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Coffee, Juice, Creamer, Cups - 211 Title I, Part A - \$127.98	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will host a Spring STAAR Night to share background information about STAAR, explain it's rigor, and share activities that students/parents can do at home. Strategy's Expected Result/Impact: Parents/students will have a better understanding of the STAAR test and how	Formative			Summative
	Oct	Jan	Mar	June

<p>their child's STAAR score reflects how well the school is doing its job of providing your child with the quality education they deserve. STAAR scores also factor into the school's performance ratings.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, SSS, Academic Specialist, Testing Coordinator.</p> <p>Title I: 2.4, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: SLA needs to increase the number of family engagement opportunities. Root Cause: Facility constraints prohibited having parent events as there simply was not space to host them.</p>

Goal 4: WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Evaluation Data Sources: Parent, student and staff engagement survey data

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement the 7 Mindsets SEL curriculum through LOTC and PE. Strategy's Expected Result/Impact: Implementing 7 mindsets through CTE, which all SLA scholars take, will improve the social emotional health of all scholars. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, Counselor, LOTC/PE. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will implement SEL checks using the PBIS Reward App. This feature allows SLA scholars that may be experiencing social or emotional difficulty to notify a staff member to check on them. Strategy's Expected Result/Impact: Students with SEL needs will be brought to the attention of key staff members who can intervene. Staff Responsible for Monitoring: Counselor, Student Support Specialist Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: SLA needs to increase the number of family engagement opportunities. Root Cause: Facility constraints prohibited having parent events as there simply was not space to host them.
Perceptions
Problem Statement 1: SLA hosted a limited number of events for parents and communities that would allow all stakeholders to foster positive relationships and perception. Root Cause: Facility constraints.

Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To mainly/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Strategy 1 Details		Reviews			
Strategy 1: Establish a fall 2023 recruitment process for out of district 7th graders that includes applications, interviews, and virtual and in-person parent meetings. Strategy's Expected Result/Impact: To increase enrollment and allow students that want an opportunity to attend a school of choice and receive education with a focus on leadership and business. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: SLA needs to increase the number of family engagement opportunities. Root Cause: Facility constraints prohibited having parent events as there simply was not space to host them.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

Evaluation Data Sources: Professional Development data from Strive or district provided attendance reports, and Passport Completion Data

Strategy 1 Details	Reviews			
Strategy 1: Set quarterly PD goals for all staff. Incentives will be provided when they meet their goals. Strategy's Expected Result/Impact: To help staff achieve their short- and long-term objectives in their career, increase engagement and job satisfaction. Staff Responsible for Monitoring: Principal, Associate Principal, Academic Specialist, and all MCL's Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: All campus protocols, procedures, and instructional practices at SLA must be reviewed and adjusted as well as being clearly and effectively communicated and consistently reinforced. Root Cause: The addition of a new facility, time constraints, new staff members and new leadership team members.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details	Reviews			
Strategy 1: T-Tess observers will plan out and calendar all required trainings and calibrations by October 2023. Strategy's Expected Result/Impact: Become well trained in providing continuous, timely and formative feedback to educators so they can improve their practice. Staff Responsible for Monitoring: Principal, Associate Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: SLA hosted a limited number of events for parents and communities that would allow all stakeholders to foster positive relationships and perception. Root Cause: Facility constraints.

Title I

1.1: Comprehensive Needs Assessment

To develop the Campus Needs Assessment we utilized multiple data points to evaluate areas of improvement. Data points included 2022 - 2023 STAAR, MAP, discipline, attendance, student, staff and parent survey data.

2.1: Campus Improvement Plan developed with appropriate stakeholders

To develop the Campus Improvement Plan, the Campus Advisory Committee collaborated to analyze the Campus Needs Assessment and associated data to determine priorities and strategies.

2.2: Regular monitoring and revision

The Campus Advisory Committee will meet at regularly scheduled intervals each quarter to review goal progress and revise strategies as needed to meet performance objectives.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan (CIP) will be readily available for viewing by Spring Leadership Academy (SLA) parents and the Spring ISD community via the SLA website and SLA front office in both English and Spanish. The CIP will be reviewed with parents at Open House and updates will be shared with SLA parents via the weekly newsletter periodically throughout the school year.

2.4: Opportunities for all children to meet State standards

We engage in a backward design protocol that requires us to identify the skills that scholars need in order to meet state standards and then create high quality assessments to reflect those standards. We create both pre and post assessments for each quarter to measure growth on these skills. After each assessment we analyze the data to create a plan of action to address deficiencies. We provide additional support to scholars as needed through our intervention/acceleration period and after school tutorials to ensure that they meet their academic goals.

2.5: Increased learning time and well-rounded education

There is increased learning time for all scholars through our Intervention/Acceleration period that was built into the master schedule. All scholars receive an additional 47 minutes to support academic needs and address gaps in math and/or reading.

2.6: Address needs of all students, particularly at-risk

To ensure the needs of all scholars, including at-risk scholars, are met we provide our teachers with training and coaching in high yield instructional strategies such as Aggressive Monitoring and SIOP. Additionally, we track each scholars performance on high leverage TEKS through out the year, and provide them with just in time intervention on the skills they need in order to be successful. Scholars are also charged with tracking their own data and advocating for their academic needs.

4.1: Develop and distribute Parent and Family Engagement Policy

The Family Engagement Policy is distributed several ways to ensure that all parents have access to it. The Policy is included in the weekly parent newsletter, and it is also linked on the campus website. Additionally, copies of the policy are placed at the front office for any parent wanting a physical copy.

4.2: Offer flexible number of parent involvement meetings

We offer flexible parent involvement opportunities in both the Fall and Spring Semester. Involvement activities are offered in multiple modalities such as in person and virtual events. All opportunities are offered at 5:00 pm or later to accommodate working parents.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alyssa Guerrero	Media Specialist		.5
Megan Scott	Academic Specialist		.5