Spring Branch Independent School District

Spring Branch Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

The Mission Statement for Spring Branch Elementary is "The SBE learning community collaborates to provide literacy skills in an engaging, authentic, and motivating education to empower successful and productive lifelong learners to compete in our new age."

Vision

SBE staff and students unite to achieve a common goal of excellence in learning through collaboration, positive relationships, passion, and determination.

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Branch Elementary is a neighborhood school serving students in the Campbell and Long Point area within the Spring Branch Independent School District. Spring Branch Elementary School is the namesake of the district and was the first elementary school established in 1939. During the 2020 - 2021 school year, SBE had an average of 471 students attending Kindergarten through fifth grade, which was down 124 students from previous year. There has been a downward trend in enrollment since 2014. SBE no longer has Pre-K on the campus, which had an impact on the downward trend. Currently, due to the pandemic, our numbers are lower with 456 students showing up at the start of the 2021-2022 school year.

The Ethnicity Distribution of SBE is: 87.3% Hispanic, 6.7% African American, 4.4% White, 0.5% American Indian, 0.3% Asian, and 0.8% are two or more races. 95.5% of our students are considered economically disadvantaged, which qualifies our campus as a Title I school. Sixty percent of our students are English Learners. Most of our families are apartment residents, low social economic, predominantly English and Spanish speakers, multiple families living together, and there are a lot of newcomer families which also affects mobility. SBE is a Title I campus based on the number of students that are on free and reduced lunch. We have a mobility rate of 19%, and 84.8% of our students are labeled as at-risk. Four percent of our students are homeless. Eight percent of our students have disabilities and are serviced by special education services. Currently, we have 11 students in the Gifted and Talented program. Our entire student population receives free breakfast and lunch.

For the 2021 - 2022 school year, eleven staff members are new to the campus. At the end of the last school year, some teachers took positions with another campus or department, some took positions with districts closer to home, and one staff member retired. The retention of teachers and staff had been steady over the past three years. We have approximately 43 employees on our teaching staff: five percent are African American, sixty-three percent are Hispanic, and thiry percent are White. We have one 1st year teacher for 2021-2022. Most or our staff has between three to five years of teaching experience.

Demographics Strengths

SBE, a Title I campus, continues to build on the strengths of the community. Our SBE families are becoming more involved in their child's education by attending parent math and language academic meetings, being involved in the PTA and providing assistance to teachers, demonstrating that our families value education as a key out of poverty. According to the 2018-2019 Panorama Parent Survey, the most recent, the results were as follows regarding favorable responses: Core Values-90%, Barriers to Engagement-84%, School Safety-78%, Family Engagement-75%, School Climate-74%, School Fit-70%, School Environment-67%, Learning Behavior-65%, and Nutrition-54%. The neighborhood that surrounds the school is experiencing gentrification, and some of these new families are enrolling their children at SBE.

SBE is very fortunate to have a variety of community organizations donate and support the mission and vision of the campus by building strong partnerships and giving of time, talent and money to assist with making SBE a successful school. SBE will continue to have the support of Chapelwood with the implementation of the SBISD Read program, Reading Buddies, for our 2nd grade students. Los Carnales y La Familia continues to support our students through their donation of supplies and motivating prizes for perfect attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to the pandemic, many students are struggling to get used to being in school and/or have gaps in their academic skills. **Root Cause:** Virtual students spent a good part or the entire last school year online and some had very limited access to the internet/wi-fi and/or their virtual attendance was poor.

Problem Statement 2: Our students' academic performance in the core subject areas is below the state's College Readiness levels. **Root Cause:** Demographics of our population: 19% mobility, 84.8 % at-risk, and 95.5% economically disadvantaged.

Student Learning

Student Learning Summary

Our students' performance on the various assessments throughout the school year and the 2021 STAAR showed improvement from the 2019 STAAR.

Reading	PSA1	CBA	CPSTAAR
Approaches	36	48	55
Meets	11	13	22
Masters	5	4	8
Math	**PSA1**	**CBA**	**CPSTAAR**
Approaches	61	62	61
Meets	34	29	29
Masters	25	17	13
Science	**PSA1**	**CBA**	**PSTAAR**
Approaches	46	63	40
Meets	15	46	9
Masters	0	9	1
Writing	**PSA1**	**CBA**	**CPSTAAR**
Approaches	39	23	23
Meets	11	8	8
Masters	1	0	0

STAAR Results Comparison - Our scores improved in all content areas and performance levels except for science masters.

Reading	2019	2021
Approaches	50	55
Meets	18	25
Masters	7	10
Math	**2019**	**2021**
Approaches	53	58
Meets	18	29
Masters	8	12
Science	**2019**	**2021**
Approaches	41	50
Meets	16	19
Masters	1	0
Writing	**2019**	**2021**

Reading	2019	2021
Approaches	31	39
Meets	11	13
Masters	1	5

Running Records Data for Kinder - 2nd Grade:

Running Records Data 2020-2021 (Baseline)														Goal 90%	
Grade Level	Beginning of Year				Middle of Year				End of Year						
	# On or Above Grade Level	Total # of Students	% On or Above Grade Level		# On or Above Grade Level	Total # of Students	% On or Above Grade Level		# On or Above Grade Level	Total # of Students	% On or Above Grade Level	Met Goal Y/N			
Level K					B or Above				D or Above					GOALS: 85%	
					43	60	72%		48	63	76%	No			
Level 1	D or Above				G or Above				I or Above					GOALS: 65%	
	18	80	23%		10	78	13%		33	71	47%	No			
Level 2	I or Above				K or Above				M or Above					GOALS: 75%	
	19	73	26%		22	75	29%		45	92	49%	No			

Student Learning Strengths

Despite the COVID19 pandemic, our students made gains as measured by the state assessment STAAR. SBE students improved their academic performance in all the content areas at the approaches, meets, and masters levels except for the science masters level. Our student sub-populations improved their performance in the areas of math and reading. There were sizable increases at the Meets level for all sub-pops in almost all of the content areas.

Our special education students met the Target scores in both reading (19%) and math (25%).

Reading Eco Dis	**2019**	**2021**	**Math Eco Dis**	**2019**	**2021**
Approaches	50	56	Approaches	53	58
Meets	18	**26**	Meets	17	**30**
Masters	7	10	Masters	9	13
Reading ELs			**Math ELs**		

Reading Eco Dis	2019	2021	Math Eco Dis	2019	2021
Approaches	48	49	Approaches	48	56
Meets	10	**19**	Meets	13	**23**
Masters	4	5	Masters	8	8
Reading Hispanic			**Math Hispanic**		
Approaches	50	54	Approaches	53	59
Meets	17	**24**	Meets	17	**29**
Masters	7	10	Masters	8	12
Reading Sp Ed			**Math Sp Ed**		
Approaches	29	28	Approaches	35	53
Meets	18	19	Meets	15	**25**
Masters	0	0	Masters	3	3

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are under-performing in all academic areas. **Root Cause:** Student data needs to be reviewed often and concepts retaught and retested.

Problem Statement 2: Small group instruction must target students and target skills. **Root Cause:** Small group instruction is not planned fully.

Problem Statement 3: Due to the pandemic, many students are struggling to get used to being in school and/or have gaps in their academic skills. **Root Cause:** Virtual students spent a good part or the entire last school year online and some had very limited access to the internet/wi-fi and/or their virtual attendance was poor.

Problem Statement 4: Our students' academic performance in the core subject areas is below the state's College Readiness levels. **Root Cause:** Demographics of our population: 19% mobility, 84.8 % at-risk, and 95.5% economically disadvantaged.

School Processes & Programs

School Processes & Programs Summary

The ILT members are assigned to a grade level to support teachers and instruction. They will also provide small group instruction to students throughout the school year. RtI small group instruction schedule will be implemented so all ILT members work with all grade levels. The ILT reviews data and assists with recommendations for professional development in addition to honoring requests from all grade level teachers K-5. The content Instructional Specialists meet weekly with the teachers to plan and provided needed professional development. SBE continues to be a Teachers College Reading and Writing Project affiliate school.

The Campus Improvement Team also reviews progress of CIP goals and gives input or suggestions for professional development opportunities for teachers. The Team Leaders, Guiding Coalition, and CIT members, along with teachers have opportunities to participate in decision making for SBE. A variety of surveys (Panorama, and End of the Year Surveys for Staff and Parents) are used to seek meaningful input on how best to improve student achievement.

SBE Administration and Leadership teams attend District Job Fairs to identify high quality teachers. Interviews are conducted at the campus level with a focused interview relative to the needs of our SBE students and community. Members of the Grade Level Team, Instructional Leadership Team, Administration, and Special Education staff are all members of the Interview Committee. The Lead Mentor meets with all new teachers and their assigned mentors throughout the school year.

Enrichment activities are provided through the use of exemplars in Math, Makerspace activities in the Library and the Coding, Robotics, Boys and Girls Club After School program, and Girlstart programs.

School Processes & Programs Strengths

At SBE, a variety of software programs-Dreambox, ST Math, iXL, RAZ Kids, Learning A-Z, Stemscopes, and Smarty Ants- are essential software instructional programs that teachers can use to extend the learning and students can use at home.

SBE is very fortunate to have a Counselor, CSHAC Team, and 2 Communities in Schools Directors to support our students and families with receiving assistance through organizations in the community-clothing, food, counseling, medical services, etc.

SBE has an SSC Committee which meets every 4 to 6 weeks to assess students with challenges in academics and behavior to support teachers with interventiions to meet the needs of students. SBE also participates in the Project CLASS social skills program and has the Positive Behavior Intervention System in place which provide both in class and campus wide social skills training and appropriate positive behavior interventions.

Our students are able to participate in additional learning and recreational opportunities through the Boys and Girls Club available to students in grades 1st-5th. We have additional opportunites available to students: GirlStart, Robotics, Spring Branch Memorial Sports Association sports and Spring Spirit sports, and Junior Achievement programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are under-performing in all academic areas. **Root Cause:** Student data needs to be reviewed often and concepts retaught and retested.

Problem Statement 2: Small group instruction must target students and target skills. **Root Cause:** Small group instruction is not planned fully.

Perceptions

Perceptions Summary

SBE attendance rate for the 2020 - 2021 school year was 95%. This was impacted by COVID19 pandemic. Many of our students fell ill or had members of their families fall ill during the school year. Those students learning at home attending their virtual classes sporadically.

Chapelwood United Methodist Church will once again provide tutors for our SBE students in the area of reading. We have approximately 16 tutors working with our students. Our two CIS Project Managers will also work with groups of students focusing on appropriate social skills and character development.

SBE works closely with a Project CLASS liaison who works with individual and group sessions focusing on appropriate social skills development receiving referrals from the SBE teachers. All SBE teachers are trained in Project CLASS social skills techniques to use with students.

SBE is implenting PBIS school-wide to focus and recognize students for making the right choices when no one is looking. Teachers will reward and recognize students' efforts and good choices by giving them Paw stickers so that they can earn enough points to shop at the school store.

At SBE, we are working on a culture of high expectations and being results oriented. Throughout the year, the Guiding Coalition leads the work through its monthly meetings and then disseminating the information/expectations with the teams.

Perceptions Strengths

The members of the Instructional Leadership Team support our teachers and students on a daily basis. They have a schedule that gives them time to provide small group interventions to students daily. The schedule also allows them to visit classrooms to model, observe, and coach.

The math, literacy, and science instructional specialists meet with teachers once a week to look at the upcoming units, TEKS, and create lesson plans. They also provide needed professional development.

A variety of parent programs were planned to support our parents. These include programs such as: Coffees with the Principal with special guests, ESL classes, Literacy classes, computer classes, Family Library Nights, and Curriculum Nights.

We have a focus on providing necessay services for both our Newcomer parents and students at SBE.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to the pandemic, many students are struggling to get used to being in school and/or have gaps in their academic skills. **Root Cause:** Virtual students spent a good part or the entire last school year online and some had very limited access to the internet/wi-fi and/or their virtual attendance was poor.

Problem Statement 2: Our students' academic performance in the core subject areas is below the state's College Readiness levels. **Root Cause:** Demographics of our population: 19% mobility, 84.8 % at-risk, and 95.5% economically disadvantaged.

Problem Statement 3: Students are under-performing in all academic areas. **Root Cause:** Student data needs to be reviewed often and concepts retaught and retested.

Problem Statement 4: Small group instruction must target students and target skills. **Root Cause:** Small group instruction is not planned fully.

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

Accountability Data

- Texas Academic Performance Report (TAPR) 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

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2022, Spring Branch Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 points at each performance level (approaches, meets, masters).
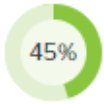
2020-21: Reading: 55% (approaches), 23% (meets), 10% (masters); Math: 59% (approaches), 30% (meets), 13% (masters)
2019-20: Not Rated due to COVID
2018-19: Reading: 50% (approaches), 18% (meets), 7% (masters); Math: 53% (approaches), 18% (meets), 8% (masters)
2017-18: Reading: 50 (approaches), 19% (meets), 7% (masters); Math: 59% (approaches), 22% (meets), 9% (masters)
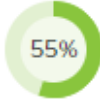
    Evaluation Data Sources: STAAR 3-8 Reports, MAP, and District based assessments

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: SBE teachers will attend Professional Development sessions and conferences (virtual included) to keep abreast of the latest programs and strategies for rigorous instruction to advance learners in the content areas. - This year Teachers College Reading and Writing Project will provide training on the Units of Study for teachers of grades K - 5th grade teachers. - Our teachers will work with Instructional Specialists in the areas of Literacy, Math, and Science throughout the school year. The Instructional Specialists will coach, model, and train teachers in their respective content areas and will be on campus two days a week. -Teachers may attend Professional Development Opportunities at Region 4 or other conferences that support their instructional needs or goals for the school year. -Subs will be paid for when teachers attend professional development.	Oct	Jan	Apr
	45%		

Strategy's Expected Result/Impact: Increase students at "Meets" Level in STAAR Math and Reading to 45% and MAP Post Secondary Levels to 15% in Reading and Math

Staff Responsible for Monitoring: Principal
Assistant Principal
ILT Members
Literacy Support Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**

Funding Sources: Teacher Conference Registration Fee Title I funds - 211 - Title I, Part A - 211.13.6411.000.114.30.0.000.FGB22 - $500, Subs for Teachers PD Title I Funds - 211 - Title I, Part A - 211.11.6112.000.114.30.0.000.FBG22 - $7,000, Region 4 PD Opportunities Title I Funds - 211 - Title I, Part A - 211.23.6239.000.114.30.0.000.FGB22 - $500, Food/snacks for on campus PD - 199 PIC 99 - Undistributed - 199.13.6499.000.114.99.0.114 - $2,000, Principal Conference Registration Fee - 211 - Title I, Part A - 211.23.6411.000.114.30.0.000.FGB22 - $1, Subs for Teachers PD Gen Funds - 199 PIC 11 - Instructional Services - 199.11.6112.000.114.32.0.114 - $5,000, Teacher Professional Conference - 211 - Title I, Part A - 211.13.6411.000.114.30.0.000.FBG22 - $3,000

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Grade level teams use Team Time (PLC) meet with the Instructional Specialists to plan and to analyze data to inform their planning and narrow their focus on the Essential Standards that effectively impact their small group planning and instruction. Teams will use an agenda to guide their meeting and record their action steps as well as use data trackers (SBE Every Child and/or Running Records) and data protocols.	Oct	Jan	Apr
	45%		

Strategy's Expected Result/Impact: Evidence of student academic growth of one school year or more.

Staff Responsible for Monitoring: Teachers
Principal
ILT

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use data from formative and interim assessments to guide the lesson plan process. Alignment of the lesson plan TEKS, interim assessments, and formative assessments.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Ensures that students will grow steadily throughout the school year in their performance on campus and district assessments as well as STAAR. **Staff Responsible for Monitoring:** Administrators, Teachers, ILT, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	35%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide educational study trips for SBE students to enhance real world experiences that increase our students' background knowledge in the content areas.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Master Calendar Field Trip Requests Student Journals **Staff Responsible for Monitoring:** Principal Assistant Principal Grade Level Team Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Transportation - 199 PIC 11 - Instructional Services - 199.11.6494.000.114.11.0.114 - $3,000, Student Travel Title - 211 - Title I, Part A - 211.11.6412.000.114.30.0.000.FGB22 - $1,400, Student Travel General Budget - 199 PIC 11 - Instructional Services - 199.11.6412.000.114.11.0.114 - $2,600	10%		

Strategy 5 Details	Formative Reviews		
Strategy 5: To encourage our female students' interest in the world of STEM, SBE will participate in the Girl Start program that will encourage 4th and 5th grade girls to participate after school (virtual). This program will provide our girls an opportunity to use STEM as a way to solve the world's major problems, as well as an interest in STEM electives, majors, and careers.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: High level student work and products Enter contests Present to a variety of educational groups **Staff Responsible for Monitoring:** Ms. Dominguez Science Interventionist Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	55%		

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

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

Performance Objective 2: EARLY LITERACY: By June 2022, Spring Branch Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 4 percentage points or ≥ to 85% for K, 33 percentage points for 1st grade or ≥ to 85%, and 31 percentage points for 2nd or ≥ to 85%.

2020-21: Kindergarten 76% On Grade Level or Above Grade Level; 1st Grade: 47% On Grade Level or Above Grade Level; 2nd Grade: 49 % On Grade Level or Above Grade Level

Evaluation Data Sources: Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will provide small group instruction for students, complete running records, track their progress and provide books at independent reading level. Teachers will also utilize RazKids, MyOn, Epic, and other online reading tools to support student reading achievement.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Increase the number of students reading at or above grade level by May 2021. **Staff Responsible for Monitoring:** Teachers, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	70%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers in grades K, 1, and 2nd grade will engage in phonics professional development and utilize all of the phonics curriculum resources to provide students with strong literacy foundation.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Build teacher capacity around phonics instruction and increase student reading levels. **Staff Responsible for Monitoring:** LISes, ILT, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	80%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Kinder - 2nd grade teachers will have the support of two reading interventionists to provide small group interventions, modeling, coaching, and feedback. The interventions will take place during the RtI block of 30 minutes per day and independent reading time.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Students selected for RtI small group instruction will have at least one year's growth in reading levels. **Staff Responsible for Monitoring:** Reading Interventionists - Monica Guerrero and Alfredo Delgado **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**	80%		

Strategy 4 Details	Formative Reviews		
Strategy 4: SBE will participate in Reading Academies, which will reinforce best practices in literacy such as small group instruction. Teachers will also implement the resources learned from Reading Academy to support students reading at or above grade level. Subs will be provided so that teachers can half-day sessions to complete the modules.	Formative		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: During the 2021-2022 school year, 80% of the teachers become proficient implementing small group instruction . **Staff Responsible for Monitoring:** Administrators, Teachers, Humanities Dept. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Subs for Half-Day trainings Title I Funds - 211 - Title I, Part A - 211.11.6112.000.114.30.0.000.FBG22 - $3,000	70%		

Strategy 5 Details	Formative Reviews		
Strategy 5: K - 2nd grade teachers implement massive practice on a daily basis.	Formative		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Struggling students reading below level will increase reading	45%		

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

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

Performance Objective 3: GAP-CLOSING: By June 2022, Spring Branch Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 7 percentage points for English Learners.

2020-21: English Learners 24%; non-English Learners 40%
2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
Strategy 1: To support instruction and learning, the SBE Instructional Leadership Team is comprised of a Math Interventionist, Bilingual Interventionist, Reading Interventionist, and a Science Interventionist. They support grade level teams with clearly defined roles and responsibilities, which include planning, coaching, and modeling. They also provide small group instruction to students as part of the implementation of the daily RtI interventions. Members of the ILT use a Support Tracker to maintain a record of the assistance they provide teachers and students.	**Formative**		
Title I funds are used to fund 100% of the Bilingual Interventionists and 65% of the Math interventionist. The remaining 35% of the math interventionists come from trading a LEP assistant unit.	**Oct**	**Jan**	**Apr**
ESSER III funds will be used to hire two retired teachers as tutors to work with students on reading and math skills during the school day. **Strategy's Expected Result/Impact:** Increase student achievement for all struggling students in Math and Reading so that their impact on instruction and student performance is evident to stakeholders. **Staff Responsible for Monitoring:** Principal Assistant Principal ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Tutors for Reading/Math - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6119.000.114.30.0.114.ARP21 - $45,918, Salary/Fringe Benefits for Interventionists - Bil and Math - 211 - Title I, Part A - 211.11.6119.000.114.30.0.000.FBG22 - $119,864	80%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase and utilize instructional supplies and materials for students who are struggling to meet CGI in MAP, STAAR and grade level Priority Standards. ESSER III Funds will be used purchase materials for tutors and interventionists to use with students in small group instruction.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Principal Instructional Specialists Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy** **Funding Sources:** Bilingual 199 Supplies and Materials - 199 PIC 25 - ESL/Bilingual - 199.11.6399.000.114.25.0.114 - $5,780, Supplies and Materials General Budget - 199 PIC 11 - Instructional Services - 199.11.6399.000.114.11.0.114 - $1,290, Special Ed 199 Supplies and Materials - 199 PIC 23 - Special Education - 199.11.6399.000.114.23.0.114 - $310, Materials for tutors and interventionists - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6399.000.114.30.0.000.ARP21 - $8,582, At Risk 199 Supplies and Materials - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.114.30.0.114 - $8,480, Testing Materials - 199 PIC 11 - Instructional Services - 199.11.6339.000.114.11.0.114 - $0, Supplies and Materials Title I Funds - 211 - Title I, Part A - 211.11.6399.000.114.30.0.000.FGB22 - $48,111	60%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Books will be purchased for to enhance our school's existing library collection and to add to the TCRWP classroom libraries.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Students' reading habits will increase resulting in improved reading levels on running records. **Staff Responsible for Monitoring:** Librarian **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy** **Funding Sources:** Teachers College Reading Collection - 211 - Title I, Part A - 211.11.6329.000.114.30.0.000.FBG22 - $7,800, Library Books General Budget - 199 PIC 99 - Undistributed - 199.12.6329.000.114.99.0.114 - $1,300	65%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide after school tutorials and Saturday Camps to meet the diverse needs of students in grades K-5 to ensure mastery of grade level and advanced TEKS.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Increase mastery of grade level TEKS and advanced proficiency scale levels. **Staff Responsible for Monitoring:** Intervention Specialists Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** Transportation for Tutorials - 211 - Title I, Part A - 211.11.6494.000.114.30.0.000.FGB22 - $5,000, Tutorials and Saturday Camps Extra Duty Professional - 211 - Title I, Part A - 211.11.6116.000.114.30.0.000.FGB22 - $20,000	0%		

Strategy 5 Details	Formative Reviews

Strategy 5 Details			
Strategy 5: Teachers will use data protocols to analyze student performance, identify strengths and weakness as well as patterns, find the root cause, and create plans for reteaching the essential standards not mastered.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Students will demonstrate progress from one assessment to the next throughout the school year. **Staff Responsible for Monitoring:** Administrators, ILT, District Instructional Specialists for Math, Reading and Science, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	40%		

Strategy 6 Details			
Strategy 6: A 60 minute block of time will be added to the daily schedule for 3rd, 4th and 5th grade for RtI small group interventions to aid struggling students (including EL and SE students) to close the gaps in reading and math.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Close the achievement gap between sub pops **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**	100%	100%	100%

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

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

Performance Objective 4: STUDENT GROWTH: By June 2022, Spring Branch Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 6 points, Math (K-5) increase by 8 points.

2020-21: Reading - 46% met CGI; Math - 57 % met CGI
2019-20: Not Rated due to COVID
2018-19: Reading - 37% met CGI; Math - 47 % met CGI
2017-18: Reading - 35% met CGI; Math - 38% met CGI

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Data conferences will be conducted after each MAP administration. Teachers will use a MAP data protocol to analyze results and plan for the targeting of specific skills during small group instructions. Progression of MAP data will be monitored through campus based assessments, which will be listed on the campus assessment calendar.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Enhanced student achievement on assessments-CA's, MAP, TCRWP Running Records, STAAR, PSA's **Staff Responsible for Monitoring:** Administration Instructional Leadership Team Team Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	70%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will be trained on the use of MAP data protocol to form small group interventions and personalize targeted skill deficit for students.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Students will meet targeted MAP growth by May 2022. **Staff Responsible for Monitoring:** CAIS, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	80%		

Strategy 3 Details	Formative Reviews		

Strategy 3: Teachers will conduct student conferences and develop goals with the students.

	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Students will keep Student Progress Folders/Trackers to monitor progress and develop student agency for learning. **Staff Responsible for Monitoring:** Teachers Students	45%		

Strategy 4 Details	Formative Reviews		

Strategy 4: Teachers will use the SBE Every Child Data Tracker to monitor student progress and provide targeted support.

	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Teachers will become very knowledgeable of student skills in order to develop individual plans for progress and accelerate achievement. **Staff Responsible for Monitoring:** Administration Instructional Specialists Teachers	80%		

Strategy 5 Details	Formative Reviews		

Strategy 5: Purchase technology and utilize software programs (Edusmart, RAZ Kids) to support blended learning environments and personalized learning. To meet tech needs of the campus, SBE will purchase technology equipment.

	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Student personalized learning pathways with increased student achievement. **Staff Responsible for Monitoring:** Principal Teachers Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Funding Sources:** Tech Equipment - 199 PIC 11 - Instructional Services - 199.11.6398.000.114.11.0.114 - $0, Software General Funds - 199 PIC 30 - At Risk School Wide SCE - 199.11.6397.000.114.30.0.114 - $9,000	80%		

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

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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or ≥ 80%.

2020-21: TELPAS Progress Rate 61%
2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue the implementation of the Dual Language strategies with a focus on Preview-View-Review K-5 to increase our English Learners' acquisition of English. Bilingual teachers will attend training provided by the Multi-lingual department. Funds will be set aside to cover cost of substitutes.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: English Language Development for ELL students and Advanced High scores on TELPAS **Staff Responsible for Monitoring:** Bilingual Teachers Bilingual Committee District Bilingual Department **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Funding Sources:** Subs for Bilingual Teacher Training - 199 PIC 25 - ESL/Bilingual - 199.11.6121.000.114.25.0.114	65%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use Patterns of Power to teach English grammar instruction to all students. This specific instruction will target our EL students so that they develop their English language skills.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Students will increase their English language skills in speaking, reading and writing. **Staff Responsible for Monitoring:** Teachers, ILT, Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	30%		
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual teachers will use massive practice and small group reading instruction in grades K - 5th to target English reading skills. During small group reading instruction, K - 2nd bilingual teachers work with those students already reading on level in Spanish. In 3rd - 5th, teachers will use Massive Practice with students reading in English on levels J and below.	Formative		
	Oct	Jan	Apr

Strategy's Expected Result/Impact: EL students will increase their English reading skills in all grade levels.
Staff Responsible for Monitoring: Teachers, ILT, LISes, Administrators
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

65%

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

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

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Spring Branch Elementary School students who feel connected as both individuals and learners will increase by at least 20 points.

2020-21: School Safety - 50]%; School Climate -64%
2019-20: Not Rated due to COVID
2018-19: School Safety - 43%; School Climate - 58%
2017-18: School Safety - 44%; School Climate -56%

    Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Positive Behavior Intervention Support Program school-wide. SBE staff will use PAWS to reinforce positive behavior with students. The students will earn PAWS points to "shop" at the SBE "Flea Market."	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Improved student results on Panorama Survey in the area of School Climate and School Safety
Decrease in Discipline referrals
    Staff Responsible for Monitoring: Assistant Principal
PBIS Committee
Counselor
    Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: The Project CLASS social skills program will help students develop and utilize appropriate interaction skills. SBE teachers will be trained on Project Class. Project Class will do a presentation/training for parents on how to teach and develop behavior skills at home.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Improved social interactions between students and with teachers to provide for an optimal, respectful learning environment.
    Staff Responsible for Monitoring: Counselor
Principal
Assistant Principal
Teachers
    Title I Schoolwide Elements: 2.6, 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture
    Funding Sources: Project Class - 211 - Title I, Part A - 211.11.6299.000.114.30.0.000.FBG22 - $6,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Family Engagement events in the academic areas through events such as Math Nights, Literacy Nights (end of unit celebrations included on these nights), Parent Latino Literacy Classes, Family Library nights, English as a Second Language classes, and Parent Computer classes. Some of these events will take place during the Coffee with the Principal events. Snacks for the coffees will be purchased. To support Math and Literacy events, math resources, book packets, and writing materials will be purchased. Paraprofessionals will be paid to assist during evening events such as Library Nights.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Increase in favorable responses from student and parent surveys on Panorama Surveys in the areas of Family Engagement and School Environment. **Staff Responsible for Monitoring:** Principal Counselor Communities In Schools Director Project CLASS Liaison **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies and Materials for Parents - 211 - Title I, Part A - 211.61.6399.000.114.30.0.000.FBG22 - $1,000, Reading Materials for Parents - 211 - Title I, Part A - 211.61.6329.000.114.30.0.000.FBG22 - $500, Snack for Parent Coffees - 211 - Title I, Part A - 211.61.6499.000.114.30.0.000.FBG22 - $764, Pay for Paras to Work Library Nights - 211 - Title I, Part A - 211.61.6125.000.114.30.0.000.FBG22 - $2,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Engage the community partners (such as Chapelwood, VFW and Los Carnales y La Familia) in events (perfect attendance/career day) that encourage higher education and pride in academic success throughout the school year.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Increase the community's involvement in our school. **Staff Responsible for Monitoring:** Counselor, CIS, Administration **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture			

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

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

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

Evaluation Data Sources: Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: To support the Social Emotional Learning of all SBE students, the counselor will have access to fund to purchase materials and/or bring performances that support the social emotional well-being of our students.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Students will feel more connected to our school as reflected on the Panorama Survey.			
Staff Responsible for Monitoring: Counselor, Admin Assistant			
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Funding Sources: Supplies/materials to support SEL - 199 PIC 99 - Undistributed - 199.31.6399.000.114.99.0.114 - $750			

Strategy 2 Details	Formative Reviews		
Strategy 2: Our counselor will provide guidance lessons to K - 5 students to address issues such as bullying, building relationships, positive interactions, etc.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Positive school culture that is reflected in the Panorama Survey.			
Staff Responsible for Monitoring: Counselor Principal Teachers CIS			
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

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

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

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

    Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.
    Staff Responsible for Monitoring: Campus Safety Officer, Principal
    TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.
    Staff Responsible for Monitoring: Administrators
Safety Committee
    TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

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

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

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

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. **Staff Responsible for Monitoring:** Administrators Safety Committee **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.
     Staff Responsible for Monitoring: Principal Administrative Assistant
     Title I Schoolwide Elements: 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Funds are allocated to provide substitutes for support personnel when they are absent.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: AESOP
     Staff Responsible for Monitoring: Admin Assistant, Principal
     Funding Sources: Subs for Paraprofessionals 199 - 199 PIC 99 - Undistributed - 199.11.6122.000.114.11.0.114 - $420, Subs for Sp Ed Paraprofessionals 199 - 199 PIC 23 - Special Education - 199.11.6122.000.114.23.0.114 - $1,715, Subs for LEP Paras - 199 PIC 25 - ESL/Bilingual - 199.11.6122.000.114.25.0.114 - $1,715			

Strategy 3 Details	Formative Reviews		
Strategy 3: To help the operation of the front office, funds will be allocated to cover the cost of repairs of machines in the building such as front office copier and the poster machine. Additional funds will be allocated for office supplies.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: The machines will continue to work and support school initiatives such as behavior and data.
     Staff Responsible for Monitoring: Librarian, Admin Assistant
     Funding Sources: Repair of Library Machines - 199 PIC 30 - At Risk School Wide SCE - 199.11.6249.000.114.30.0.114 - $600, Misc. Contract Services - 199 PIC 11 - Instructional Services - 199.11.6299.000.114.11.0.114 - $0, Office Supplies - 199 PIC 99 - Undistributed - 199.23.6399.000.114.99.0.114, Front Office Copier - 199 PIC 99 - Undistributed - 199.23.6269.000.114.99.0.114 - $4,000			

Strategy 4 Details	Formative Reviews

Strategy 4: Supplies for the clinic will be purchased.	Formative		
Strategy's Expected Result/Impact: Maintenance of the clinic for the well-being of the students. **Staff Responsible for Monitoring:** Nurse, Admin Assistant **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Clinic supplies - 199 PIC 99 - Undistributed - 199.33.6399.000.114.99.0.114 - $750	**Oct**	**Jan**	**Apr**

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

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Subs for Teachers PD Gen Funds	199.11.6112.000.114.32.0.114	$5,000.00
1	1	4	Transportation	199.11.6494.000.114.11.0.114	$3,000.00
1	1	4	Student Travel General Budget	199.11.6412.000.114.11.0.114	$2,600.00
1	3	2	Supplies and Materials General Budget	199.11.6399.000.114.11.0.114	$1,290.00
1	3	2	Testing Materials	199.11.6339.000.114.11.0.114	$0.00
1	4	5	Tech Equipment	199.11.6398.000.114.11.0.114	$0.00
4	1	3	Misc. Contract Services	199.11.6299.000.114.11.0.114	$0.00
				Sub-Total	$11,890.00
				Budgeted Fund Source Amount	$11,890.00
				+/- Difference	$0.00
199 PIC 23 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Special Ed 199 Supplies and Materials	199.11.6399.000.114.23.0.114	$310.00
4	1	2	Subs for Sp Ed Paraprofessionals 199	199.11.6122.000.114.23.0.114	$1,715.00
				Sub-Total	$2,025.00
				Budgeted Fund Source Amount	$2,025.00
				+/- Difference	$0.00
199 PIC 25 - ESL/Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Bilingual 199 Supplies and Materials	199.11.6399.000.114.25.0.114	$5,780.00
1	5	1	Subs for Bilingual Teacher Training	199.11.6121.000.114.25.0.114	$0.00
4	1	2	Subs for LEP Paras	199.11.6122.000.114.25.0.114	$1,715.00
				Sub-Total	$7,495.00
				Budgeted Fund Source Amount	$7,495.00
				+/- Difference	$0.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	At Risk 199 Supplies and Materials	199.11.6399.000.114.30.0.114	$8,480.00
1	4	5	Software General Funds	199.11.6397.000.114.30.0.114	$9,000.00
4	1	3	Repair of Library Machines	199.11.6249.000.114.30.0.114	$600.00
				Sub-Total	$18,080.00
				Budgeted Fund Source Amount	$18,080.00
				+/- Difference	$0.00

199 PIC 32 - Pre-Kindergarten

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Food/snacks for on campus PD	199.13.6499.000.114.99.0.114	$2,000.00
1	3	3	Library Books General Budget	199.12.6329.000.114.99.0.114	$1,300.00
2	2	1	Supplies/materials to support SEL	199.31.6399.000.114.99.0.114	$750.00
4	1	2	Subs for Paraprofessionals 199	199.11.6122.000.114.11.0.114	$420.00
4	1	3	Office Supplies	199.23.6399.000.114.99.0.114	$0.00
4	1	3	Front Office Copier	199.23.6269.000.114.99.0.114	$4,000.00
4	1	4	Clinic supplies	199.33.6399.000.114.99.0.114	$750.00
				Sub-Total	$9,220.00
				Budgeted Fund Source Amount	$9,220.00
				+/- Difference	$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Conference Registration Fee Title I funds	211.13.6411.000.114.30.0.000.FGB22	$500.00
1	1	1	Subs for Teachers PD Title I Funds	211.11.6112.000.114.30.0.000.FBG22	$7,000.00
1	1	1	Region 4 PD Opportunities Title I Funds	211.23.6239.000.114.30.0.000.FGB22	$500.00
1	1	1	Principal Conference Registration Fee	211.23.6411.000.114.30.0.000.FGB22	$1.00

			211 - Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teacher Professional Conference	211.13.6411.000.114.30.0.000.FBG22	$3,000.00
1	1	4	Student Travel Title	211.11.6412.000.114.30.0.000.FGB22	$1,400.00
1	2	4	Subs for Half-Day trainings Title I Funds	211.11.6112.000.114.30.0.000.FBG22	$3,000.00
1	3	1	Salary/Fringe Benefits for Interventionists - Bil and Math	211.11.6119.000.114.30.0.000.FBG22	$119,864.00
1	3	2	Supplies and Materials Title I Funds	211.11.6399.000.114.30.0.000.FGB22	$48,111.00
1	3	3	Teachers College Reading Collection	211.11.6329.000.114.30.0.000.FBG22	$7,800.00
1	3	4	Transportation for Tutorials	211.11.6494.000.114.30.0.000.FGB22	$5,000.00
1	3	4	Tutorials and Saturday Camps Extra Duty Professional	211.11.6116.000.114.30.0.000.FGB22	$20,000.00
2	1	2	Project Class	211.11.6299.000.114.30.0.000.FBG22	$6,000.00
2	1	3	Supplies and Materials for Parents	211.61.6399.000.114.30.0.000.FBG22	$1,000.00
2	1	3	Reading Materials for Parents	211.61.6329.000.114.30.0.000.FBG22	$500.00
2	1	3	Snack for Parent Coffees	211.61.6499.000.114.30.0.000.FBG22	$764.00
2	1	3	Pay for Paras to Work Library Nights	211.61.6125.000.114.30.0.000.FBG22	$2,000.00
				Sub-Total	$226,440.00
				Budgeted Fund Source Amount	$226,440.00
				+/- Difference	$0.00
			282 ARP21 (ESSER III Campus Allocations)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Tutors for Reading/Math	282.11.6119.000.114.30.0.114.ARP21	$45,918.00
1	3	2	Materials for tutors and interventionists	282.11.6399.000.114.30.0.000.ARP21	$8,582.00
				Sub-Total	$54,500.00
				Budgeted Fund Source Amount	$54,500.00
				+/- Difference	$0.00
				Grand Total	$329,650.00

Addendums