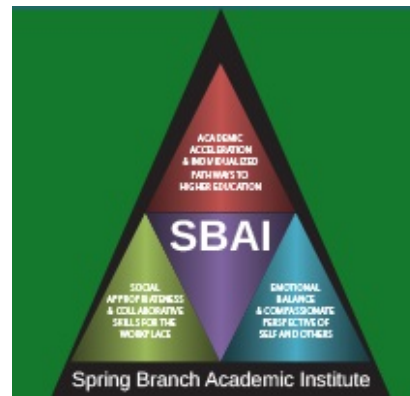


Spring Branch Independent School District

Spring Branch Academic Institute

2018-2019 Campus Improvement Plan



Mission Statement

The Spring Branch Academic Institute will provide highly, exceptionally, and profoundly gifted children an advanced educational opportunity matched to their individual abilities, strengths and interests.

Core Beliefs

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

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

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

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

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Branch Academic Institute has 110 students: 59 elementary; 46 middle school; 5 high school. Of these 61 are boys and 49 are girls. 21 are served through 504. 1 student is served through Special Education for speech.

Our students come from all high school feeder patterns, with the majority zoned to Memorial High School. Attendance rate is 98.3%.

This year, we will have our first group of high school students. Due to our yearly expansion to a K-12 school, enrollment has increased each year since inception.

Demographics Strengths

Our students meet the profile for highly or profoundly gifted, bringing strengths and opportunities to SBAI and our host campuses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Memorial and Stratford feeder patterns make up the bulk of our students, with only 8 students from Spring Woods or Northbrook feeder patterns.

Student Achievement

Student Achievement Summary

All students met expectations for all state required tests during the 2017-18 school year. At the mastery level, lowest performance was in the area of fifth grade science with 55% mastery level. Writing has been an area of focus in previous years - this year mastery level was 87%.

The majority of students with 504 plans are diagnosed with ADHD. Interventions/Accommodations for these students include extra time, small group, reminders to stay on task, and frequent breaks. Student data shows these accommodations to be successful.

Student Achievement Strengths

Our students out-perform district comparison groups, even when testing on accelerated levels.

School Culture and Climate

School Culture and Climate Summary

SBAI focuses on social appropriateness and collaborative skills for the workplace, as well as emotional balance and compassionate perspective of self and others. Our Panorama data shows discrepancies between elementary and secondary data. School climate went up in both groups from fall to spring; however, school belonging decreased in elementary and school teacher-student relationships decreased in secondary.

This year, focus will continue on "Crucial Conversations." In addition, teachers will read/complete "StrengthsFinders," possibly bringing this to students and Restorative Justice will be implemented. Other activities that address school culture and climate include Tribes, Sibling Lunches, etc.

SBAI plans to offer "Donuts with the Directors," Parent Nights, and traditional newsletters. We will also continue to build our partnerships with our host campuses.

School Culture and Climate Strengths

Collaborative partnerships with our host campuses, teacher dedication to relationship building, and social-emotional support lead to positive climate and culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students, at times, do not feel a true connection with host campuses.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2018-19 school year, SBAI will have 12 teachers, 2 support staff members, an assistant director and a director. A new director was hired (former director retired). In addition, two new teachers were hired at the secondary level. One is a new position and the other is due to a resignation. Both new teachers will have mentors.

All teachers are highly qualified for their positions. A focus for the year will be on individualized staff development.

Staff Quality, Recruitment, and Retention Strengths

Minimal staff turnover equals consistency in programming.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SBAI participates in all required state testing, as well as the Iowa Test of Basic Skills and MAP. Curriculum resources include William & Mary (ELA), Smithsonian, Think Through Math, the Art of Problem Solving, and History Alive. In addition, we are adding Onramp Pre-calculus this school year.

Curriculum, Instruction, and Assessment Strengths

Curriculum materials match the depth and complexity required for highly gifted students.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent are offered meetings throughout the school year for information, student progress reports, and planning. Weekly newsletters are sent home, and teachers and administrators are accessible via phone or email. The CIT is active, and parents are encouraged to join host campus PTAs. Panorama data shows parents are satisfied with SBAI.

Parent and Community Engagement Strengths

Parents are highly engaged in the instructional process for their children.

School Context and Organization

School Context and Organization Summary

SBAI's mission is to provide highly gifted students with advanced educational opportunities while meeting social-emotional needs. Personalized instruction combined with peer age group interactions helps to meet this goal. Student progress is discussed twice per nine weeks at elementary and once per nine weeks in secondary. Parents meet formally for conferences twice per year.

One concern that continues is lost instructional time due to students riding the bus to and from Stratford High School to attend electives at Spring Forest Middle School.

With the new 9th grade class, additional consideration will need to be taken with program of studies.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Middle school core classes are held at SHS, losing instructional time when students are bused to SFMS for electives.

Technology

Technology Summary

Every student has access to a laptop and iPad, assigned during the school day. ItsLearning and Think Through Math are the two main sources of online curriculum. We have an ItsLearning Trail Guide who provides support and instruction for teachers.

Technology Strengths

Technology supports classroom instruction and student goals.

Problem Statements Identifying Technology Needs

Problem Statement 1: Acceptable use of technology needs to continue to be monitored.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Student Growth: 100% of seventh through ninth grade students will participate in yearly activities which create and edit a personalized long-range graduation plan aligned to their future university requirements.






Performance Objective 1: By May 2019, at least 100% of seventh through ninth grade students will have participated in activities aligned with postsecondary options (T, M, 2, 4).

Evaluation Data Source(s) 1: Documented advisory conferences

Naviance data

Extracurricular activity list

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Conduct advisory conferences for post-secondary alignment.</p>	2.6, 3.2	Director Asst. Director	Students and parents will edit yearly based on projected university requirements and endorsement pathways.			
<p>Critical Success Factors CSF 1</p> <p>2) Create or utilize a technology program which tracks university requirements and/or extracurricular participation.</p>	2.6	Social Studies Teacher	Students will have personalized information to guide post-graduate decisions and guide secondary academic choices.			
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Publish Pathway of the Week in secondary newsletter.</p>	2.6, 3.2	Asst. Director Support Specialist	Inform parents of endorsement choices, pathway options and high school campus and district information especially as related to university information and opportunities.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Student Growth: Monitor and evaluate student progress through the use of flexible, ability grouped classes so that student achievement is reflected in 100% passing in all areas on the STAAR with 80% or above at mastery level and 100% of students above-level on the Iowa with 70% scoring a Total Composite of a Stanine Nine.






Performance Objective 1: MS/ES: By June 2019, at least 95% of MS/ES students will meet or exceed growth expectations.

Evaluation Data Source(s) 1: Iowa, STAAR, EOCs, Report card/Classroom assessments, DLPs, PSAT

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) ELA and Math team grouping recommendations for academic content including acceleration.</p>	2.4, 2.5, 2.6	Administrative team, EL/MS teachers	<p>Spring and fall pretesting schedule for students</p> <p>Evaluation of current data including STAAR results, DRA, writing samples, Think Through Math levels and percentages and norm referenced test data</p> <p>Grouped schedule for the beginning of school reflecting classes grouped by academics</p> <p>Mid and ending nine-week period reviews</p> <p>January pretest results and adjustment of content classrooms as needed</p> <p>Iowa test administration</p>			
Funding Sources: 199 PIC 21 - Gifted & Talented - 3500.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Curriculum materials will be used to meet the needs of accelerated content and GT classrooms. William and Mary ELA books Art of Problem Solving Think Through Math and Mentoring Minds Smithsonian science kits History Alive</p> <p>Classroom Libraries Magazines</p> <p>Expository writing classes with a grammar insertion for accuracy</p> <p>Teacher created lessons on strategies for format test-taking skills</p> <p>Flexible teacher small groups for acceleration and intervention</p> <p>Substitutes will be utilized for teacher planning as they conduct semester checks of accelerated and GT curriculum road maps as compared to student testing data.</p> <p>Practice times math computation</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrative team, EL/MS teachers</p>	<p>Fall order of materials</p> <p>Lesson plans and observations that demonstrate use of GT curriculums</p> <p>Correct usage of capitals, punctuation and grammar in all writing.</p> <p>Understanding of the format for standardized testing</p> <p>Flexible and fluid movement for individualized curriculum programming</p> <p>Calendared teacher planning days.</p> <p>Improved computation scores on Iowa and in the classroom.</p>			
<p>Funding Sources: 199 PIC 21 - Gifted & Talented - 109066.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Technology will be incorporated in all content areas for curriculum completion (Think Through Math) and GT and accelerated projects (Level Up Village and Lego Robotics), classwork and real-world connections and data.</p> <p>Technology will also be used for flipped lessons that involve home/school work completion.</p> <p>Technology will be used for the research required for the completion of the TEA Texas Performance Standards Projects.</p>	<p>2.4, 2.5, 2.6, 3.2</p>		<p>Completed student projects</p> <p>Think Through Math levels and percentages</p> <p>Completed TPSP student projects and portfolios</p> <p>Level-Up Village curriculum completion</p> <p>Lego Robotics practices and competitions</p>			
<p>Funding Sources: 199 PIC 21 - Gifted & Talented - 40000.00</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>4) Field trips will be incorporated into the SBAI curriculum to provide student opportunities to explore real-world connections that support limitless curiosity and provide examples of T-2-4 opportunities for post graduation success.</p> <p>Field trips provide opportunities for integration of the elementary and secondary students.</p>	2.5		Schedule of completed field trips for the year.			
<p align="center">Critical Success Factors CSF 1</p> <p>5) Student scheduling will give priority, whenever possible, to the non-core academics such as fine arts, CTE and sports.</p>	2.5		Collaboration of scheduling between SBAI and partner schools Collaboration and increased access to necessary transportation Collaboration between SBAI teachers and elective teachers at SFMS and VOE for special events and performances			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 3: School Connectedness: 100% of students will participate in activities which promote the understanding of positive character traits that support appropriate social/emotional development which encourages success for the future and reduces the possibility of dropping out of school. This training will encompass: applying positive traits for socially appropriate behavior, understanding bullying and bullying prevention, and the application of these traits for the school motto of Develop Your Ability, Contribute to Society.

Performance Objective 1: HS/MS/EL: By June 2019, students will respond favorably above the 70% overall on the Panorama survey.

Evaluation Data Source(s) 1: Panorama data
 Discipline data
 Counseling session

Summative Evaluation 1: Met Performance Objective

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


<p align="center">Critical Success Factors CSF 6</p> <p>1) Daily sessions to understand, recognize and implement positive character traits.</p> <p>2) Implementation of lessons that discuss bullying and bullying prevention.</p> <p>3) Continued lessons and examples of how to Develop Your Ability, Contribute to Society</p> <p>4) Elementary students will participate in the school sibling program</p> <p>5) Elementary Eagle Bucks</p> <p>6) Lessons on the meaning of giftedness and its accompanying traits.</p> <p>7) Restorative Justice processes will be implemented</p> <p>8) Strengths Explorer will be explored</p>	<p align="center">2.5</p>	<p>Director Asst. Director Teachers Support Staff</p>	<p>SBAI model and motto displayed in every classroom</p> <p>Lesson plan on character traits</p> <p>Lessons on bullying</p> <p>Calendared dates of the school assemblies discussing the school model and motto</p> <p>School sibling program will foster compassion and listening as older students spend time with younger students</p> <p>Good decisions will be recognized by teachers and staff</p> <p>Dabrowski's Theory of Over-excitabilities shared with secondary</p> <p>Thoughts from Gifted Kids Survival Guide with elementary</p> <p>Students will obtain tools for working through conflict with others</p> <p>Assessment and lessons on strengths for elementary/middle school students</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: School Connectedness: 100% of students will participate in activities which promote the understanding of positive character traits that support appropriate social/emotional development which encourages success for the future and reduces the possibility of dropping out of school. This training will encompass: applying positive traits for socially appropriate behavior, understanding bullying and bullying prevention, and the application of these traits for the school motto of Develop Your Ability, Contribute to Society.

Performance Objective 2: Parent participation raises the likelihood of present and future academic success for all students.

Evaluation Data Source(s) 2: Parent Sign-in sheets, DLP conference schedule, signed DLPs, Panorama Family Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Parents will participate in Fall and Spring DLP conferences.</p> <p>2) Parents will participate in a Fall and Spring training designed to address school and district vision and progress.</p> <p>3) Parents will serve as volunteer organizers of the Lego Robotics competition.</p> <p>4) Parents will collaborate with host campus PTA</p> <p>5) "Donuts with the Director" and Parent Information Nights will be held monthly/bi-monthly</p>	2.5, 3.1, 3.2	Administration Teachers Parents	<p>Increased interaction, participation, and understanding by parents resulting in increased school connectedness on Panorama family survey</p> <p>Conference schedule Schedule of completed conferences Signed DLPs for each student's individualized pathway Parent training sign-in document Parent volunteer hours and school sign-in</p>			
Funding Sources: 199 PIC 21 - Gifted & Talented - 0.00						
						

Goal 4: Post-Secondary Readiness - SBAI will prepare students for post-secondary success

Performance Objective 1: HS: By June 2019, 100% of high school students will perform at post-secondary-ready levels on the PSAT (390 verbal; 430 math), SAT (480 verbal; 530 math) and/or ACT (23 or higher; min 19 in English AND math).

Evaluation Data Source(s) 1: PSAT, SAT, and/or ACT

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Utilize current curriculum to ensure preparedness for nationally normed tests and collegiate expectations.</p> <p>Study trends from previous test administrations to devise classroom activities targeted at increasing future scores</p> <p>Expand plan for high school, including possible university courses, internships, etc., to meet student academic needs and interests</p>	2.4, 2.5	ELA and math teachers Director Assistant Director District personnel	Students will meet readiness standards on all nationally normed tests taken Comprehensive plan and opportunities for upper level high school years			

Goal 4: Post-Secondary Readiness - SBAI will prepare students for post-secondary success

Performance Objective 2: MS: By June 2019, 100% of middle school students will perform at post-secondary-ready levels on the PSAT (390 verbal; 430 math) and/or MAP (66-77th percentile reading, 70-84th percentile math) and/or STAAR (meets grade level).

Evaluation Data Source(s) 2: PSAT, ACT, & STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Utilize current curriculum to ensure preparedness for nationally normed tests and collegiate expectations.</p> <p>Study trends from previous test administrations to devise classroom activities targeted at increasing future scores</p>	2.4, 2.5	ELA and math teachers Director Assistant Director	Students will meet readiness standards on all nationally normed tests taken			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.






Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Conduct annual program evaluation (CATE, G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision.</p>	2.4, 2.6	Director Assistant Director				
<p>2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measure by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p>						
<p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p>		Director Assistant Director				
<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR).</p>						
<p>5) Promote parent and community involvement in drug and violence prevention programs/activities.</p>						

6) Provide professional development based on level of expertise and need in the following areas: *Bullying Prevention *Violence/Conflict Resolution *Resiliency/Developmental Assets *No Place for Hate *CSHAC *SEL *Love and Logic *Mental Health						
7) SPECIAL EDUCATION - *Monitor LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.						
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.						
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.						
10) Identify At-Risk students; provide them with supplemental services and monitor progress (including continual English language development for LEP students).						
11) Develop, monitor, and evaluate campus volunteer/partnership programs that include: *Recruitment *Training/support *Recognition of volunteers/partnerships						
12) Teachers/Administrators/Staff will develop understanding of the T-TESS framework, SBAI Instructional Framework, and the Process for Designing and Delivering Effective Instruction.						
13) Provide support for new teachers with ongoing mentoring and planning with certified staff.						
14) Recruit and retain highly-qualified staff, defined through state, NCLB, and local criteria.						

15) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.						
16) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need.						
17) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.						

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Campus Funding Summary

199 PIC 21 - Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$3,500.00
2	1	2			\$109,066.00
2	1	3			\$40,000.00
2	1	4			\$8,000.00
3	2	1	Funding Sources: 199 PIC 11 - Instructional Services - \$1,200.00		\$0.00
Sub-Total					\$160,566.00
Budgeted Fund Source Amount					\$160,566.00
+/- Difference					\$0
Grand Total					\$160,566.00