

# **Spring Branch Independent School District**

## **Spring Branch Elementary School**

### **2020-2021 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.

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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 areas within the Spring Branch Independent School District. Spring Branch Elementary School is the namesake of the district. SBE was Spring Branch Independent School District's first elementary school established in 1939. During the 2019-2020 school year, SBE had 585 students attending Kindergarten through fifth grade. 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. Enrollment has leveled out at or near 580-600 students over the past 3 years. Currently, due to the pandemic, our numbers are very low at the start of the 2020-2021 school year: 482 enrolled with 432 attending class virtually. Since there is a high need for virtual learning, one concern that we have is that many of our families have connectivity issues despite the fact that we are loaning out the tech devices.

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. 97.5% of our students are considered economically disadvantaged. Sixty percent of our students are English Learners. 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. Ten percent of our students have disabilities and are serviced by special education services. Currently we have 7 students in the Gifted and Talented program. Our entire student population receives free breakfast and lunch.

For the 2020 - 2021 school year, 21% of the staff is new to the campus. At the end of the last school year, some teachers transferred within the district, some moved outside of the Spring Branch area, one got a counselor position and one staff member retired. The retention of teachers and staff had been steady over the past three years. We have approximately forty-two employees on our teaching staff. Seven percent are African American, sixty-nine percent are Hispanic, and twenty-four percent are White. We have five 1st year teachers 2020-2021. Most of our staff has between two to five years of teaching experience.

### Demographics Strengths

Most of our students are Hispanic and from economically disadvantaged families which places SBE as a Title I school. In addition, 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 results are 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%.

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 was the pilot program for the SBISD Read program in 2019-2020 where Chapelwood volunteers were Reading Buddies for 2nd and 3rd grade students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students will have a difficult time with virtual learning at home., which greatly impact academic progress and performance. **Root Cause:** With 97.5% of our families being economically disadvantaged, they have very limited access to the internet/wi-fi.

**Problem Statement 2:** The enrollment numbers are lower than projected by approximately 100 students. **Root Cause:** The uncertainty of the COVID19 Pandemic has parents keeping students at home or have moved out of the area.

**Problem Statement 3:** 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 97.5% economically disadvantaged.

# Student Learning

## Student Learning Summary

<b>Third Grade</b>	<b>Reading PSA 1</b>	<b>Common Assessment January 2020</b>	<b>PSTAAR</b>
<b>Reading</b>	<b>October 2019</b>		<b>March 2020</b>
<b>Approaches</b>	33%	54%	40%
<b>Meets</b>	8%	21%	12%
<b>Masters</b>	5%	13%	4%
<b>Fourth Grade</b>	<b>Reading PSA 1</b>	<b>Common Assessment February 2020</b>	<b>PSTAAR</b>
<b>Reading</b>	<b>October 2019</b>		<b>March 2020</b>
<b>Approaches</b>	39%	46%	50%
<b>Meets</b>	16%	24%	15%
<b>Masters</b>	9%	13%	1%
<b>Fourth Grade</b>	<b>Writing PSA 1</b>	<b>Common Assessment December 2019</b>	<b>PSTAAR</b>
<b>Writing</b>	<b>October 2019</b>		<b>February 2020</b>
<b>Approaches</b>	34%	42%	35%
<b>Meets</b>	10%	27%	13%
<b>Masters</b>	1%	8%	0%
<b>Fifth Grade</b>	<b>Reading PSA 1</b>	<b>Common Assessment December 2019</b>	<b>PSTAAR</b>
<b>Reading</b>	<b>October 2019</b>		<b>February 2020</b>
<b>Approaches</b>	20%	50%	31%
<b>Meets</b>	5%	31%	13%
<b>Masters</b>	4%	18%	4%

<b>Third Grade Math</b>	<b>PSA 1</b>	<b>Common Assessment 5</b>	<b>PSTAAR</b>
	<b>10/21/2019</b>	<b>2/11/2020</b>	<b>3/9/2020</b>
<b>Approaches</b>	44%	63%	42%
<b>Meets</b>	14%	40%	18%
<b>Masters</b>	4%	28%	9%

Fourth Grade Math	PSA 1	Common Assessment 4	PSTAAR
	10/21/2019	2/18/2020	3/9/2020
Approaches	54%	82%	48%
Meets	32%	48%	15%
Masters	16%	38%	1%

Fifth Grade Math	PSA 1	Common Assessment 3	PSTAAR
	10/17/2019	12/18/2019	2/11/2020
Approaches	62%	82%	50%
Meets	38%	55%	14%
Masters	17%	46%	5%

### Student Learning Strengths

The SBE Reading data has fluctuated somewhat this year. However, there was consistent growth in fourth grade Reading. Fourth grade students scored particularly higher in the STAAR Reporting Categories 1 and 2. Reporting Category 1: Understanding and Analysis Across Genres. Reporting Category 1 requires the students to demonstrate an ability to understand and analyze a variety of written texts across reading genres. Reporting Category 2: Understanding and Analysis of Literary Texts. Reporting Category 2 requires the students to demonstrate an ability to understand and analyze literary texts.

According to SBE's Math Practice STAAR data comparing the years 2019 and 2020, there was an overall increase in Reporting Categories (RC) 1, 2, and 3 for all grade levels by at least 3 percentage points in each category. Reporting Category 4 increased in grades 3 and 5 by at least 4 percentage points, while grade 4 decreased by 14 percentage points. Even though grade 4 declined in RC 4, there was a significant increase in RC's 1 with an increase of 13 percentage points and 3 with an increase of 15 percentage points.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students are under-performing in all academic areas. **Root Cause:** Small group instruction focused on essential standards needs to happen daily in all grade levels.

**Problem Statement 2:** Small group instruction is not consistent school-wide. **Root Cause:** RtI small group instruction schedule needs to be implemented.

**Problem Statement 3:** Students will have a difficult time with virtual learning at home., which greatly impact academic progress and performance. **Root Cause:** With 97.5% of our families being economically disadvantaged, they have very limited access to the internet/wi-fi.

**Problem Statement 4:** The enrollment numbers are lower than projected by approximately 100 students. **Root Cause:** The uncertainty of the COVID19 Pandemic has parents keeping students at home or have moved out of the area.



**Problem Statement 5:** 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 97.5% economically disadvantaged.

# School Processes & Programs

## School Processes & Programs Summary

During August Staff Development Days, teachers were provided with training on various technology to support virtual instruction by members of the Instructional Leadership Team. 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 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 SBE MultiClassroom Leader serves as the Lead Mentor for all new teachers and their assigned mentors.

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. The League of Extraordinary Gentlemen is a group of 5th grade students sponsored by our Multi Classroom Leader to teach the young men character traits and leadership skills.

## School Processes & Programs Strengths

At SBE, a variety of software programs-Dreambox, RAZ Kids, Learning A-Z, Stemscores, Seesaw and Smarty Ants- are essential to the virtual instruction as teachers work with students learning from home due to the COVID-19 Pandemic.

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 interventions 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 opportunities 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:** Small group instruction focused on essential standards needs to happen daily in all

grade levels.

**Problem Statement 2:** Small group instruction is not consistent school-wide. **Root Cause:** RtI small group instruction schedule needs to be implemented.

# Perceptions

## Perceptions Summary

SBE attendance rate for the 15-16 school year was at 96.3% and the attendance rate for the 16-17 school year was at 96.1%. The lowest student group was Special Education students near 94%. The attendance rate for the 19-20 school year was in the 90's.

Chapelwood United Methodist Church provides tutors for our SBE students in the areas of math and reading. We have approximately 20 tutors working with our students. We also have teachers, administration, and staff mentor our SBE students. We had 2 groups-The League of Extraordinary Gentlemen and the Empoweered Ladies assisted by SBE staff focusing on leadership development, character development and etiquette. Approximately 15 students were involved in these groups. Our SBE counselor also held conflict resolution groups for students in 4th and 5th grades. Our 2 CIS Directors also worked with groups of students in 3rd grade focusing on appropriate social skills and character development. SBE works closely with Project CLASS liaisons who host 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 SBE students.

At SBE in 16-17 60% of the staff had left-24 teachers, and 6 staff positions. 12 teachers were brand new to the profession out of the 24 teachers hired. For the 17-18 school year the teacher turnover rate was 24% and for the 18-19 school year the turnover rate was 13%. Teacher retention has improved dramatically and this has had a direct impact on the school climate and culture along with student achievement. All new teachers to the SBE campus are assigned a mentor who meets with them throughout the school year.

## Perceptions Strengths

SBE continues to have a high attendance rate at 96.1%. The teacher turnover rate has decreased from 60% to 13% over the past 3 years, The SBE Culture and Climate are very strong at this time as shown by the Panorama Survey with students, staff, and parents. Our SBE PTA has increased from 6 members to 20 members over the past 3 years.

A variety of Parent Programs have been provided by the SBE community, such as: ESL Programs, Computer programs, Family Library Nights, and Curriculum Nights.

We have a growing population of students from Honduras yet we have District support from our MultiLingual Department to service this population when new to the United States. We have a focus on providing necessary services for both our Newcomer parents and students at SBE.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The enrollment numbers are lower than projected by approximately 100 students. **Root Cause:** The uncertainty of the COVID19 Pandemic has parents keeping students at home or have moved out of the area.

**Problem Statement 2:** Students will have a difficult time with virtual learning at home., which greatly impact academic progress and performance. **Root Cause:** With 97.5% of our families being economically disadvantaged, they have very limited access to the internet/wi-fi.

**Problem Statement 3:** 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 97.5% economically disadvantaged.

**Problem Statement 4:** Students are under-performing in all academic areas. **Root Cause:** Small group instruction focused on essential standards needs to happen daily in all grade levels.

**Problem Statement 5:** Small group instruction is not consistent school-wide. **Root Cause:** RtI small group instruction schedule needs to be implemented.

# Priority Problem Statements

# 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 2021, 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).


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

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide educational (if needed, virtual) field trips for SBE students to enhance real world opportunities to increase knowledge in all content areas. <b>Strategy's Expected Result/Impact:</b> Master Calendar Field Trip Requests Student Journals <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Grade Level Team Leaders <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Student Entry Fees for Trips - 199 PIC 11 - Instructional Services - 199.11.6412.000.114.11.0.114 - \$2,600, Field Trips Gen Funds - 199 PIC 11 - Instructional Services - 199.11.6494.000.114.11.0.114 - \$3,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p><b>Strategy 2:</b> SBE teachers will attend Professional Development sessions and conferences (virtual) to keep abreast of the latest programs and strategies for rigorous instruction to advance learners in content areas.</p> <ul style="list-style-type: none"> <li>- This year Teachers College Reading and Writing Project will provide 5 days of training on the Units of Study for teachers of grades K - 3 and 5 days of training for our 3rd - 5th grade teachers.</li> <li>- Our teachers will work with two Literacy Instructional Specialists throughout the school year. The LISes will coach, model, and train teachers on the Units of Study. One LIS will work with K - 2 and the other will work with 3rd - 5th.</li> <li>- Regina Owens, PLC consultant, will provide 2 days of in-person training in the fall semester to the SBE Guiding Coalition.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase students at "Meets" Level in STAAR Math and Reading to 45% and MAP Post Secondary Levels to 15% in Reading and Math</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ILT Members Literacy Support Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Food/snacks for on campus PD - 199 PIC 99 - Undistributed - 199.13.6499.000.114.99.0.114 - \$2,000 , Out of District PD Opportunities - 199 PIC 99 - Undistributed - 199.13.6411.000.114.99.0.114 - \$1,500, Region 4 PD - 199 PIC 99 - Undistributed - 199.23.6239.000.114.99.0.114 - \$300, Conference Registration Fees - 199 PIC 99 - Undistributed - 199.23.6411.000.114.99.0.114 - \$1,000, Subs for PD Gen Budget - 199 PIC 11 - Instructional Services - 199.11.6112.000.114.11.0.114 - \$7,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> 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 understanding of the importance of STEM as a way to solve the world's major problems, as well as an interest in STEM electives, majors, and careers.</p> <p><b>Strategy's Expected Result/Impact:</b> High level student work and products Enter contests Present to a variety of educational groups</p> <p><b>Staff Responsible for Monitoring:</b> Ms. Dominguez MCL Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>



<b>Strategy 4:</b> Grade level teams use PLC time 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 the PLC 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. <b>Strategy's Expected Result/Impact:</b> Evidence of student academic growth of one school year or more. <b>Staff Responsible for Monitoring:</b> Teachers Principal ILT <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 2: GAP-CLOSING:** By June 2021, 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 3 percentage points for English Learners.


2019-20: Not Rated due to COVID

2018-19: English Learners 15%; non-English Learners 17%




2017-18: English Learners 6%; non-English Learners 24%






**Evaluation Data Sources:** State Accountability Reports







**Summative Evaluation:** None

<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase mastery of grade level TEKS and advanced proficiency scale levels. <b>Staff Responsible for Monitoring:</b> Intervention Specialists Teachers <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<b>Strategy 2:</b> To support instruction and learning, SBE has a Lead Math Interventionist, Bilingual ELA Interventionist, Multi-Classroom Leader and Substitutes to support grade level teams with clearly defined roles and responsibilities, which include planning, coaching, and modeling. They will also provide small group instruction to students as part of the implementation of the daily RtI interventions. Members of the ILT will develop a Support Tracker to maintain a record of the assistance they provide teachers and students. <b>Strategy's Expected Result/Impact:</b> Increase student achievement for all struggling students in Math and Reading so that their impact on instruction and student performance is evident to stakeholders. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ILT <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Funding Sources:</b> Salary for Interventionists and MCL - 211 - Title I, Part A - 211.11.6119.000.114.30.0.000.FBG21 - \$244,130	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<b>Strategy 3:</b> Utilize instructional supplies and materials for students who are struggling to meet CGI in MAP, STAAR and grade level Priority Standards. <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Principal Instructional Specialists Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Funding Sources:</b> Bilingual 199 Supplies and Materials - 199 PIC 25 - ESL/Bilingual - 199.11.6399.000.114.25.0.114 - \$7,500, Supplies and Materials General Budget - 199 PIC 11 - Instructional Services - 199.11.6399.000.114.11.0.114 - \$4,615, Special Ed 199 Supplies and Materials - 199 PIC 23 - Special Education - 199.11.6399.000.114.23.0.114 - \$440, At Risk 199 Supplies and Materials - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.114.30.0.114 - \$11,080	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 4:</b> A 30 minute block of time will be added to every grade level's daily schedule for small group interventions to aid struggling students (including EL and SE students) close the gaps in reading and math. <b>Strategy's Expected Result/Impact:</b> Close the achievement gap between sub pops <b>Staff Responsible for Monitoring:</b> Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> English Language Development for ELL students and Advanced High scores on TELPAS <b>Staff Responsible for Monitoring:</b> Bilingual Teachers Bilingual Committee District Bilingual Department <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June

<b>Strategy 6:</b> Books will be purchased for our school's library based on students' interest to increase reading habits. <b>Strategy's Expected Result/Impact:</b> Students' reading habits will increase resulting in improved reading levels on running records. <b>Staff Responsible for Monitoring:</b> Librarian <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Funding Sources:</b> Library Books General Budget - 199 PIC 99 - Undistributed - 199.12.6329.000.114.99.0.114 - \$2,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 7:</b> Hire a substitute to provide support for interventions and during STAAR or other testing days. <b>Strategy's Expected Result/Impact:</b> STAAR days will run smoother with sub(s) available to free up teachers to help with testing. <b>Staff Responsible for Monitoring:</b> Principal, Admin Assistant <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> Subs to Cover Teachers on Testing Days - 199 PIC 11 - Instructional Services - 199.11.6116.000.114.11.0.114 - \$1,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3: STUDENT GROWTH:** By June 2021, 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 3 points, Math (K-5) increase by 3 points.



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

**Summative Evaluation:** None

<b>Strategy 1:</b> Grade levels will use district roadmaps to develop an assessment calendar that includes Common Assessments, PSAs, PSTAAR, and MAP. Progression of MAP data will be monitored through campus based assessments. Data conferences will be conducted after each test administration.  <b>Strategy's Expected Result/Impact:</b> Enhanced student achievement on assessments-CA's, MAP, TCRWP Running Records, STAAR, PSA's  <b>Staff Responsible for Monitoring:</b> Administration Instructional Leadership Team Team Leaders  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Staff will be trained on the use of MAP data to form small group interventions and personalize targeted skill deficit for students.  <b>Strategy's Expected Result/Impact:</b> Students will meet targeted MAP growth by June 2020  <b>Staff Responsible for Monitoring:</b> Principal Intervention Specialists Director of MAP Assessments	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<b>Strategy 3:</b> Teachers will conduct student conferences and develop goals with the students. <b>Strategy's Expected Result/Impact:</b> Students will keep Student Progress Folders/Trackers to monitor progress and develop student agency for learning. <b>Staff Responsible for Monitoring:</b> Teachers Students	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 4:</b> Teachers will use the SBE Every Child Data Tracker to monitor student progress and provide targeted support. <b>Strategy's Expected Result/Impact:</b> Teachers will become very knowledgeable of student skills in order to develop individual plans for progress and accelerate achievement. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 5:</b> Purchase technology and utilize software programs (Edusmart, RAZ Kids) to support blended learning environments and personalized learning. <b>Strategy's Expected Result/Impact:</b> Student personalized learning pathways with increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Teachers Instructional Specialists  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Funding Sources:</b> Software General Funds - 199 PIC 11 - Instructional Services - 199.11.6397.000.114.11.0.114 - \$8,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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 2021, the % of Spring Branch Elementary School students who feel connected as both individuals and learners will increase by at least 5 points.



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

**Summative Evaluation:** None

<b>Strategy 1:</b> 1. Implement Community Circles in every classroom and utilize Teaching Tolerance activities. 2. Give students mailboxes in the classroom and utilize the One Kind Word program 3. Calling home to start the year.  <b>Strategy's Expected Result/Impact:</b> Improve the way students respond to school climate and school safety based on Panorama results.  <b>Staff Responsible for Monitoring:</b> Counselor Community in Schools Personnel Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<b>Strategy 2:</b> Continue with our campus-wide (K-5) Positive Behavior Intervention Support Program.  <b>Strategy's Expected Result/Impact:</b> Improved student results on Panorama Survey in the area of School Climate and School Safety Decrease in Discipline referrals  <b>Staff Responsible for Monitoring:</b> Assistant Principal PBIS Committee Counselor	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<b>Strategy 3:</b> Train all teachers in Project CLASS social skills program and utilize these appropriate interactions between students and with teachers. <b>Strategy's Expected Result/Impact:</b> Improved social interactions between students and with teachers to provide for an optimal, respectful learning environment. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Project Class - 211 - Title I, Part A - 211.11.6299.000.114.30.0.000.FBG21 - \$5,500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 4:</b> Provide Family Engagement events in the areas of Project CLASS social skills, Math and Literacy Game Nights and Parent Training in at-home support, Family Library nights, English as a Second Language classes, and Parent Computer classes. Due to the COVID-19 pandemic, these events may be held virtually. <b>Strategy's Expected Result/Impact:</b> Increase in favorable responses from student and parent surveys on Panorama Surveys in the areas of Family Engagement and School Environment. <b>Staff Responsible for Monitoring:</b> Principal Counselor Communities In Schools Director Project CLASS Liaison <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Supplies and Materials for Parents - 211 - Title I, Part A - 211.61.6499.000.114.30.0.000.FBG21 - \$2,530, Additional support for Parent Events - 211 - Title I, Part A - 211.61.6116.000.114.30.0.000.FBG21 - \$500, Pay for Paras to Work Library Nights - 211 - Title I, Part A - 211.61.6125.000.114.30.0.000.FBG21 - \$300	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









**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

**Summative Evaluation:** None







<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students will feel more connected to our school as reflected on the Panorama Survey. <b>Staff Responsible for Monitoring:</b> Counselor, Admin Assistant <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Supplies/materials to support SEL - 199 PIC 99 - Undistributed - 199.31.6399.000.114.99.0.114 - \$600	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<b>Strategy 2:</b> Our counselor will provide guidance lessons to K - 5 students to address issues such as bullying, building relationships, positive interactions, etc. <b>Strategy's Expected Result/Impact:</b> Positive school culture that is reflected in the Panorama Survey. <b>Staff Responsible for Monitoring:</b> Counselor Principal Teachers CIS <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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

**Summative Evaluation:** None











<b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit. <b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits. <b>Staff Responsible for Monitoring:</b> Administrators Safety Committee <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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

**Summative Evaluation:** None





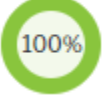


<b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. <b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September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






**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)

**Summative Evaluation:** None

<b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money. <b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders. <b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant <b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Funds are allocated to provide substitutes for support personnel when they are absent. <b>Strategy's Expected Result/Impact:</b> AESOP <b>Staff Responsible for Monitoring:</b> Admin Assistant, Principal <b>Funding Sources:</b> Subs for Paraprofessionals 199 - 199 PIC 11 - Instructional Services - 199.11.6122.000.114.11.0.114 - \$2,900, Subs for Sp Ed Paraprofessionals 199 - 199 PIC 99 - Undistributed - 199.23.6122.000.114.99.0.114 - \$420	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<b>Strategy 3:</b> Funds will be allocated to cover the cost of repairs of machines in the building such as front office copier and the poster machine. <b>Strategy's Expected Result/Impact:</b> The machines will continue to work and support school initiatives such as behavior and data. <b>Staff Responsible for Monitoring:</b> Librarian, Admin Assistant <b>Funding Sources:</b> Repair of Library Machines - 199 PIC 99 - Undistributed - 199.11.6249.000.114.99.0.114 - \$1,000, Front Office Copier - 199 PIC 99 - Undistributed - 199.23.6269.000.114.99.0.114 - \$4,000	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

<b>Strategy 4:</b> Supplies for the clinic will be purchased. <b>Strategy's Expected Result/Impact:</b> Maintenance of the clinic for the well-being of the students. <b>Staff Responsible for Monitoring:</b> Nurse, Admin Assistant <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> Clinic supplies - 199 PIC 99 - Undistributed - 199.33.6399.000.114.99.0.114 - \$750	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Campus Improvement Team

Committee Role	Name	Position
Administrator	David Rodriguez	Principal
Administrator	Ana Medrano	AP
Non-classroom Professional	Dika Sanders	Librarian
District-level Professional	Ann Whorley	District Liaison
Classroom Teacher	Juliana Dominguez	Teacher
Classroom Teacher	Elida Cervantez	Teacher
Classroom Teacher	Kayleigh McCormac	Teacher
Classroom Teacher	Sarah Perkins	Teacher
Parent	Neyda Olivera	Parent
Parent	Melanie Rivera Rivas	Parent
Parent	Alicia Coronado	Parent
Community Representative	Monica Guerrero	Representative Community
Business Representative	Jay Rodriguez	Bussiness Representative

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Entry Fees for Trips	199.11.6412.000.114.11.0.114	\$2,600.00
1	1	1	Field Trips Gen Funds	199.11.6494.000.114.11.0.114	\$3,000.00
1	1	2	Subs for PD Gen Budget	199.11.6112.000.114.11.0.114	\$7,000.00
1	2	3	Supplies and Materials General Budget	199.11.6399.000.114.11.0.114	\$4,615.00
1	2	7	Subs to Cover Teachers on Testing Days	199.11.6116.000.114.11.0.114	\$1,000.00
1	3	5	Software General Funds	199.11.6397.000.114.11.0.114	\$8,000.00
4	1	2	Subs for Paraprofessionals 199	199.11.6122.000.114.11.0.114	\$2,900.00
Sub-Total					\$29,115.00
Budgeted Fund Source Amount					\$29,115.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Special Ed 199 Supplies and Materials	199.11.6399.000.114.23.0.114	\$440.00
Sub-Total					\$440.00
Budgeted Fund Source Amount					\$440.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Bilingual 199 Supplies and Materials	199.11.6399.000.114.25.0.114	\$7,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	At Risk 199 Supplies and Materials	199.11.6399.000.114.30.0.114	\$11,080.00
Sub-Total					\$11,080.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$11,080.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Food/snacks for on campus PD	199.13.6499.000.114.99.0.114	\$2,000.00
1	1	2	Out of District PD Opportunities	199.13.6411.000.114.99.0.114	\$1,500.00
1	1	2	Region 4 PD	199.23.6239.000.114.99.0.114	\$300.00
1	1	2	Conference Registration Fees	199.23.6411.000.114.99.0.114	\$1,000.00
1	2	6	Library Books General Budget	199.12.6329.000.114.99.0.114	\$2,000.00
2	2	1	Supplies/materials to support SEL	199.31.6399.000.114.99.0.114	\$600.00
4	1	2	Subs for Sp Ed Paraprofessionals 199	199.23.6122.000.114.99.0.114	\$420.00
4	1	3	Repair of Library Machines	199.11.6249.000.114.99.0.114	\$1,000.00
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					\$13,570.00
Budgeted Fund Source Amount					\$13,570.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Salary for Interventionists and MCL	211.11.6119.000.114.30.0.000.FBG21	\$244,130.00
2	1	3	Project Class	211.11.6299.000.114.30.0.000.FBG21	\$5,500.00
2	1	4	Supplies and Materials for Parents	211.61.6499.000.114.30.0.000.FBG21	\$2,530.00
2	1	4	Additional support for Parent Events	211.61.6116.000.114.30.0.000.FBG21	\$500.00
2	1	4	Pay for Paras to Work Library Nights	211.61.6125.000.114.30.0.000.FBG21	\$300.00
Sub-Total					\$252,960.00
Budgeted Fund Source Amount					\$252,960.00
+/- Difference					\$0.00



211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$44,302.00
+/- Difference					\$44,302.00
276 Instructional Continuity Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,649.00
+/- Difference					\$6,649.00
Grand Total					\$314,665.00

# Addendums