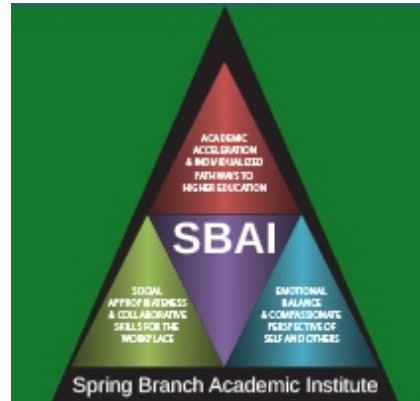# Spring Branch Independent School District

# Spring Branch Academic Institute

# 2019-2020 Campus Improvement Plan

# Mission Statement

The mission of the Spring Branch Academic Institute is to provide highly gifted children tailored educational opportunities in academics, as well as social-emotional learning, matched to their individual abilities, strengths, and interests.

# Vision

By maximizing their intellect and potential, SBAI students will be highly recruited by top-tier universities and industry leaders due to their academic achievement, contributions to society, and emotional intelligence.

# 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.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Spring Branch Academic Institute (SBAI) has 125 students enrolled for the 2019-20 school year: 60 elementary, 49 middle school, and 16 high school. 21 are served through 504. 1 student is served through Special Education for speech.

SBAI students come from all high school feeder patterns, with the majority zoned to Memorial High School. Attendance rate is 98.1%.

In the 2019-20 school year, we will expand to 10th grade. Due to our yearly expansion to a K-12 school, enrollment has increased each year since inception. We currently have waiting lists for both elementary and secondary.

**Demographics Strengths**

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

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1**: Memorial and Stratford feeder patterns make up the majority of our students, with few students from the Spring Woods or Northbrook feeder patterns.

**Problem Statement 2**: Additional students have qualified as highly gifted but enrollment limitations prevent them from attending.

# Student Achievement

**Student Achievement Summary**

All students met expectations for all required state testsd during the 2018-19 school year. At the mastery level, lowest perfomrance was in the area of fourth grade writing, with an 18% mastery level, due to composition scores. Fifth grade science was last year's focus: mastery level rose from 55% to 57%, with the lowest reporting category being Earth and Space.

**Student Achievement Strengths**

Math STAAR scores continue to be strong, with only 6 total students not meeting mastery levels on STAAR.

PSAT scores for 2018 are as follows:

PSAT 8

|  | Total Score | ERW Score | Math Score | Percentile Score | EBRW | Math |
|---|---|---|---|---|---|---|
| SBAI Average | 1186 | 603 | 584 | 97% | 97% | 95% |
| SBAI Median | 1160 | 605 | 565 | 98% | 99% | 98% |

PSAT 9

|  | Total Score | ERW Score | Math Score | Percentile Score | EBRW | Math |
|---|---|---|---|---|---|---|
| SBAI Average | 1218 | 622 | 596 | 96% | 96% | 93% |
| SBAI Median | 1210 | 616 | 588 | 98% | 96% | 95% |

Our students out-perform district comparison groups, except in fourth grade writing, even when testing on accelerated levels.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1**: Fourth grade composition writing mastery was low on STAAR.

# School Culture and Climate

**School Culture and Climate Summary**

In the past year, our foucs has been to build the SBAI culture. We will continue to offer "Donuts with the Directors," Parent Nights, and traditional newsletters. We will have also planned cross-campus activities and family nights.

Panorama data for School Climate is as follows:

Elementary Parents: 93%

Elementary Students: 72% (up 7 from begininng of year)

Middle School Parents: 69%

Middle School Students: 61% (down 4 from beginning of year)

Teachers: 79%

**School Culture and Climate Strengths**

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

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1**: Students do not have a clear "SBAI" identity.

**Problem Statement 2**: Students do not feel a strong connection with host campuses.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

For the 2019-20 school year, SBAI will have 12 teachers, 1 part-time counselor, 2 support staff members, and assistant director and a director. One new teacher was hired at the secondary level due to a resignation. One part-time (.2) teacher was hired at elementary to job share with a current teacher who wanted to reduce her work assignment to .8. One elementary teacher who job-shared retired, and her partner will now be full time. A part-time (.4) counselor has also been hired. All new staff will have mentors.

All teachers are highly qualified for their positions. A focus for the year will be on Professional Learning Communities (PLCs) and instructional feedback.

**Staff Quality, Recruitment, and Retention Strengths**

Minimal staff turn-over equals consistency in programming. Additional staff hired meet specific needs of our highly gifted students.

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1**: Professional development for teachers of highly gifted students is very limited.

# 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 (elementary only). Curriculum resources include William & Mary (ELA), Smithsonian, Think Through Math, Mentoring Minds, the Art of Problem Solving, and History Alive. In addition, we utilize OnRamps Pre-Calculus.

## Curriculum, Instruction, and Assessment Strengths

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

# Parent and Community Engagement

**Parent and Community Engagement Summary**

Parent conferences are held throughout the school year for information, student progress reports, Differentiated Learning Plans (DLPs), 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. Parent volunteer opportunities have increased, and additional parents will be asked to share their time and expertise this school year. One parent is spearheading bringing "Watch DOGS" to Thornwood/SBAI.

**Parent and Community Engagement Strengths**

Parents are highly engaged in the instructional process for their children and want to volunteer in additional capacities.

# 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 aged group interactions helps to meet this goal. Student progress is discussed twice per nine weeks at elementary and once per nine weeks at secondary. The implementation of PLCs should increase this number. Parents meet formally for conferences twice per year.

The elementary level has moved to Thornwood Elementary for the upcoming school year. The secondary program remains at Spring Forest Middle School and Stratford High School.

We will expand to 10th grade for the 2019-20 school year.

**School Context and Organization Strengths**

Highly qualified teachers are able to successfully accelerate students appropriately, while meeting their social-emotional needs.

**Problem Statements Identifying School Context and Organization Needs**

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

# Technology

**Technology Summary**

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

Secondary students will participate in the SBISD digital expansion plan, where they will be provided a laptop for school and home use.

SBAI will be building a broadcast studio at TWE for the campus.

**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.

**Problem Statement 2**: Additional training on ItsLearning for teachers needs to be provided.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

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

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

**Student Data: Behavior and Other Indicators**

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

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** By June 2020, students will have 100% passing levels on STAAR with 80% or above at mastery level and 100% above level on ITBS with 75% scoring a total Composite of Stanine 9.

**Evaluation Data Source(s) 1:** STAAR, EOC, Report cards, Classroom assessments, DLPs, PSAT

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| **TEA Priorities** Build a foundation of reading and math 1) ELA, math, and science team grouping recommendations for academic content including acceleration. | 2.4, 2.5, 2.6 | Administrative team Teachers | Student schedules matched to individual academic needs | 65% | 80% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 3500.00 | | | | | | |
| **TEA Priorities** Build a foundation of reading and math 2) Curriculum materials will be used to meet the needs of accelerated content and HG classrooms. Materials include William & Mary ELA, Art of Problem Solving, Think Through Math, Mentoring Minds, Smithsonian science kits, History Alive, classroom libraries, and magazines. | 2.4, 2.5, 2.6 | Administration Teachers | Lessons that demonstrate use of appropriate GT curriculums Flexible and fluid movement for individualized curriculum programming Improved assessment results | 50% | 65% | 100% |
| Flexible small groups for acceleration and intervention. Substitutes and flexible scheduling will be utilized for teach planning and PLCs. | | | **Funding Sources**: 199 PIC 21 - Gifted & Talented - 32000.00 | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 3) Technology will be incorporated into all content areas for curriculum completion. | 2.4, 2.5, 2.6 | Administration Teachers | Student engagement and increased academic achievement | 45% | 75% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 25500.00 | | | | | | |
| **TEA Priorities**<br>Build a foundation of reading and math<br>4) All staff will participate in PLCs. | 2.4, 2.5, 2.6 | Administration Teachers | Collaboration of best practices and intervention for student success | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 8000.00 | | | | | | |
| 5) 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. | 2.4, 2.5, 2.6 | Administration Teachers | Students will make real world connections to learning | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 5000.00 | | | | | | |
| 6) A Friday schedule will be developed to address student choice and voice, problem-solving, and real world application of learning. | 2.4, 2.5, 2.6 | Administration Teachers | Students will engage in opportunities that expand their learning and actively engage them in collaborative skills for the workplace. | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 5000.00 | | | | | | |
| 7) Primary students will participate in Writer's in the Schools (WITS) | 2.4, 2.5, 2.6 | Administration Teachers | Improved writing engagement and achievement | 0% | 0% | 0% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 7500.00 | | | | | | |
| | 100% = Accomplished | | 0% = No Progress | ✗ = Discontinue | | |

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

**Performance Objective 1:** By June 2020, students, parents, and teachers will show at least a 5 point gain from 2019 in the areas of School Climate, School Connectedness, and School Belonging.

Elementary School
2018-19: School Climate - 72%; School Belonging - 64%; School Connectedness- 75%
2017-18: School Climate - 75%; School Belonging - 66%; School Connectedness- 78%
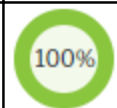
Middle School
2018-19: School Climate - 61%; School Belonging - 48%; School Connectedness- 65%
2017-18: School Climate - 71%; School Belonging - 59%; School Connectedness- 75%

**Evaluation Data Source(s) 1:** Panorama EOY Data

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) SEL lessons with counselor support (part time counselor position created)<br><br>Continued lessons and examples of how to develop your ability and contribute to society | 2.5 | Administration Counselor | Increased "EQ" and understanding of social appropriateness, collaborative skills, and emotional balance. | 40% | 85% | 100% |
| Campus-wide opportunities for service learning<br><br>Continue using Restorative Justice practices | **Funding Sources**: 199 PIC 21 - Gifted & Talented - 60000.00 | | | | | |
| 2) Fridays will be restructured to include opportunities for student choice, problem-solving, community building, and service learning.<br><br>SBAI culture building through joint elementary/ secondary events, Parent Nights, and family events | | Administration Teachers Counselor | Increased engagement and sense of school connectedness and belonging. | 40% | 85% | 100% |
| | **Funding Sources**: 199 PIC 21 - Gifted & Talented - 4000.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | **Nov** | **Jan** | **Mar** |
| 3) Parent nights and Donuts with Directors<br><br>Increased opportunities for parents to volunteer, including Watch DOGS | | Administration | Increase sense of SBAI community, school connectedness and school belonging | 40% | 85% | 100% |
| Collaboration with host campuses and/or PTAs | **Funding Sources**: 199 PIC 21 - Gifted & Talented - 2000.00 | | | | | |
| | 100%<br>= Accomplished | 0%<br>= No Progress | ❌<br>= Discontinue | | | |

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

**Performance Objective 1:** By June 2020, 100% of students testing on PSAT will perform at post-secondary-ready levels.

Middle School
2018-19: 100% performed at post-secondary readiness levels on MAP and/or STAAR and/or and/or PSAT
2017-18: 100% performed at post-secondary readiness levels on MAP and/or STAAR and/or PSAT

**Evaluation Data Source(s) 1:** As defined SBISD Measures of Success and accessed via Compass

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) Current curriculum will be utilized to ensure preparedness for nationally normed tests and college expectations<br><br>Previous test trends will be analyzed to devise classroom activities targeted at increasing future scores | | Administration Teachers | Increase academic achievement and test scores | 40% | 85% | 100% |
| 2) Secondary plan will expand, with SBAI teachers instructing high school courses<br><br>Partnerships with universities will continue to be explored | 2.4, 2.5 | Administration Teachers Counselor | Students will meet or exceed all readiness standards on all nationally-normed tests taken.<br><br>Additional opportunities for high school students. | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 4000.00 | | | | | | |
| 100% = Accomplished      0% = No Progress      ✗ = Discontinue | | | | | | |

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

**Performance Objective 1:** Students will participate in activities aligned to post-secondary success, resulting in 100% at post-secondary level on PSAT and/or STAAR.

18-19: 100%
17-18: 100%

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

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) DLPs will be conducted with parents to monitor student achievement and plan for academic futures. | | Administration Teachers Counselor | Appropriate plan for student academic pathways. | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 500.00 | | | | | | |
| **TEA Priorities** Connect high school to career and college 2) Naviance will be used for student exploration of interests, colleges, and careers. | | Administration Teachers Counselor | Increased awareness of collegiate opportunities and requirements | 0% | 0% | 55% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 500.00 | | | | | | |
| 3) Pathways of the week will continue to be published in weekly newsletters to parents | | Administration | Increased knowledge of opportunities and options | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 500.00 | | | | | | |
| **TEA Priorities** Connect high school to career and college 4) Career connections, speakers, and career mentors will be added to student lessons and activities. Real-world problem solving will be incorporated into classes, specifically on Fridays. | | Administration Teachers Counselor | Increased proficiency in problem-solving, workplace skills, and interpersonal skills, as well as increased knowledge of career opportunities | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 5000.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | **Nov** | **Jan** | **Mar** |
| 5) Increase opportunities for interactions with colleges and universities. | | Administration Counselor | Students will better understand oollegiate options and requirements | 35% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 5000.00 | | | | | | |
| | 100% = Accomplished | 0% = No Progress | ✕ = Discontinue | | | |
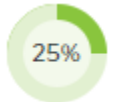
# Goal 5: To remain in compliance with Federal and State law.

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 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 | 2.4, 2.6 | Administration | | 25% | 85% | 100% |
| **TEA Priorities**<br>Recruit, support, retain teachers and principals<br>Build a foundation of reading and math<br><br>2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measure by an increase<br>in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. | 2.4, 2.5, 2.6 | Administration | Improved teacher efficacy and student achievement | 40% | 85% | 100% |
| | **Funding Sources**: 199 PIC 21 - Gifted & Talented - 12000.00 | | | | | |
| **TEA Priorities**<br>Build a foundation of reading and math<br><br>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. | 2.4, 2.6 | Administration<br>Teachers<br>Counselor | | 40% | 85% | 100% |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| **TEA Priorities** Recruit, support, retain teachers and principals 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). | 2.4, 2.5, 2.6 | Administration | | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 2500.00 | | | | | | |
| 5) Promote parent and community involvement in drug and violence prevention programs/activities. | 3.2 | Administration Counselor | | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 2500.00 | | | | | | |
| 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 *Project CLASS *Mental Health | | Administration Counselor | | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 5000.00 | | | | | | |
| 7) SPECIAL EDUCATION - *Monitor LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio | 2.4, 2.6 | Administration | | 40% | 85% | 100% |
| 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. | 2.4, 2.6 | Administration | | 40% | 85% | 100% |
| 9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. | 2.4, 2.6 | Administration | | 30% | 85% | 100% |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 10) Identify At-Risk students; provide them with supplemental services and monitor progress (including continual English language development for LEP students). | 2.4, 2.6 | Administration | | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 500.00 | | | | | | |
| 11) Develop, monitor, and evaluate campus volunteer/partnership programs that include: *Recruitment *Training/support *Recognition of volunteers/partnerships | | Administration Counselor | | 40% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 350.00 | | | | | | |
| **TEA Priorities** Recruit, support, retain teachers and principals 12) Teachers/Administrators/ Staff will develop understanding of the T-TESS framework, SBAI Instructional Framework, the Process for Designing and Delivering Effective Instruction, and PLCs | | Administration | | 45% | 85% | 100% |
| **TEA Priorities** Recruit, support, retain teachers and principals 13) Provide support for new teachers with ongoing mentoring and planning with certified staff. | | Administration Counselor | | 45% | 85% | 100% |
| **Funding Sources**: 199 PIC 21 - Gifted & Talented - 351.00 | | | | | | |
| **TEA Priorities** Recruit, support, retain teachers and principals 14) Recruit and retain highly-qualified staff, defined through state, NCLB, and local criteria. | | Administration | | 35% | 85% | 100% |
| | 100% = Accomplished | 0% = No Progress | ✗ = Discontinue | | | |

# Campus Funding Summary

## 199 PIC 21 - Gifted & Talented

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|:---:|:---:|:---:|---|:---:|:---:|
| 1 | 1 | 1 | Professional development, planning days | | $3,500.00 |
| 1 | 1 | 2 | Curriculum resources; subs for planning days | | $32,000.00 |
| 1 | 1 | 3 | Technology equipment, software and repair | | $25,500.00 |
| 1 | 1 | 4 | Training and substitutes | | $8,000.00 |
| 1 | 1 | 5 | Field trips and transportation | | $5,000.00 |
| 1 | 1 | 6 | Materials and supplies | | $5,000.00 |
| 1 | 1 | 7 | WITS | | $7,500.00 |
| 2 | 1 | 1 | Counselor salary; SEL resources | | $60,000.00 |
| 2 | 1 | 2 | Supplies and materials | | $4,000.00 |
| 2 | 1 | 3 | Materials; fees for speakers/curriculum | | $2,000.00 |
| 3 | 1 | 2 | Training, curriculum materials | | $4,000.00 |
| 4 | 1 | 1 | Materials and supplies | | $500.00 |
| 4 | 1 | 2 | Materials and supplies | | $500.00 |
| 4 | 1 | 3 | Materials and supplies | | $500.00 |
| 4 | 1 | 4 | Materials, supplies, travel, speakers | | $5,000.00 |
| 4 | 1 | 5 | Travel; materials | | $5,000.00 |
| 5 | 1 | 2 | Conferences, travel, training materials | | $12,000.00 |
| 5 | 1 | 4 | Training resources | | $2,500.00 |
| 5 | 1 | 5 | Training resources; materials | | $2,500.00 |
| 5 | 1 | 6 | Training | | $5,000.00 |
| 5 | 1 | 10 | Supplemental materials and supplies | | $500.00 |

| 199 PIC 21 - Gifted & Talented | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 5 | 1 | 11 | Materials | | $350.00 |
| 5 | 1 | 13 | Materials | | $351.00 |
| | | | | **Sub-Total** | $191,201.00 |
| | | | | **Budgeted Fund Source Amount** | $191,201.00 |
| | | | | **+/- Difference** | $0 |
| | | | | **Grand Total** | $191,201.00 |