

Spring Branch Independent School District

Spring Branch Academic Institute

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission of the Spring Branch Academic Institute is to provide highly gifted children tailored educational opportunities matched to their individual abilities, strengths, and interests.

Vision

At SBAI, we wholeheartedly believe that each one of our Dragons has great potential waiting to be shaped. As a K-12 public school for highly gifted students, we have a unique opportunity to provide a seamless education provided by smart and caring individuals fully committed to building a solid academic foundation in each child. We embrace our gifted learners, and in keeping with best practices for gifted students, we provide appropriately rigorous academic pathways, and also develop the habits, dispositions and mindsets that foster success beyond academics.

We believe that to truly prepare each child for the trials and tribulations of life beyond school, a growth mindset grounded in resiliency must be fostered.

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

SBAI has a current enrollment of 145. At Elementary (K-5), we have 60 students. At Middle School, we have 36 students, and High School, we have 49 students. Our student demographics are 63.1% White, 16.2% Hispanic, 10.5% Asian, 7.3% African-American, 2.5% Pacific Islander 2%, American Indian 0.3%.

SBAI has 100% CCMR completion.

We have a very high advanced course enrollment.

We are a school for highly gifted, so our instruction and programming is geared towards filling that need.

The teachers at SBAI are generally satisfied, and stay at SBAI. We are a very small school, and due to the specialized population we teach, there is a very low student: teacher ratio of 10-12:1.

SBAI has an administrative assistant and a support specialist.

Demographics Strengths

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Student Learning

Student Learning Summary

SBAI students at all levels continue to excel and demonstrate academic excellence on state and national assessments. Every high school student has a detailed four-year plan headed towards graduation. They meet the CCMR requirement early. We do not have any students being retained or dropping out. We provide supports for our emergent bilingual learners and complete all TELPAS requirements.

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School Processes & Programs

School Processes & Programs Summary

The staff and teachers at SBAI use the Professional Learning Community process as the mechanism to drive academic progress for students. Discussions on best practices, data analysis are part of every PLA discussion. Students leverage the opportunities available at the host campuses.

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Perceptions

Perceptions Summary

SBAI values the partnerships with families. Parents have opportunities to provide feedback through surveys, meetings, and email. The culture at SBAI is positive, and student interviews are conducted to gain input from the most important stakeholders at SBAI. Staff regularly provides feedbacks at weekly meetings and through observations. Families receive a weekly newsletter with pertinent information.

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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 goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: July 12, 2022

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Academic Institute students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2023, Spring Branch Academic Institute will have a 100% passing rate on STAAR exams and will increase student performance at the masters level in reading and math by at least 2% points at all school levels. All elementary and middle school students will score above level on Iowa Assessments with 75% scoring a total Composite of Stanine 9.

STAAR Results (all levels):

2021-22: Reading: 100% (approaches), 99% (meets), 90% (masters); Math: 100% (approaches), 99% (meets), 92% (masters)




2020-21: Reading: 100% (approaches), 100% (meets), 83% (masters); Math: 100% (approaches), 100% (meets), 95% (masters)












Iowa Assessments Results (elementary and middle school):

2021-22: 68% Elementary 40/59 9s; 90% Secondary 38/42 9s; 77% Total (78/101)

2020-21: 88% Elementary 42/47 9s; 77% Secondary 27/35 9s; 84% Total

Evaluation Data Sources: State Accountability Report Domain 1 (available mid-August), Iowa Assessment scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Student schedules for ELA, math, science and social studies reflect appropriately challenging academic content and include both acceleration and depth and complexity.</p> <p>Strategy's Expected Result/Impact: Student schedules matched to individual academic needs ensures student is appropriately challenged and makes growth.</p> <p>Staff Responsible for Monitoring: Administrative team Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Curriculum resources - 199 PIC 21 - Gifted & Talented - \$14,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Curriculum materials will be used to meet the needs of accelerated content and Highly Gifted (HG) classrooms. Materials include William & Mary ELA, Art of Problem Solving/Beast Academy, ST Math, M2 and M3 Math, Mentoring Minds, Smithsonian science kits, History Alive, classroom libraries, and magazines. Flexible small groups for acceleration and intervention are in place.</p> <p>Strategy's Expected Result/Impact: Lessons that demonstrate use of appropriate GT curriculum Flexible and fluid movement for individualized curriculum programming Improved assessment results</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Funding Sources: Curriculum Resources - 199 PIC 21 - Gifted & Talented - \$77,000, - 282 ARP21 (ESSER III Campus Allocations) - \$15,699</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The PLC process at SBAI will continue to drive the work forward. Secondary and Elementary Teams will come together to share best practices, and align on rigorous instruction for our highly gifted students. Instructional decisions will be made using comprehensive data and the Math and ELA Acceleration Protocols. Flexible scheduling will be utilized for planning and PLC work.</p> <p>Strategy's Expected Result/Impact: Students will continue to make academic growth and develop their potential.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Phenomenal Phridays programming will be refined to address cognitive flexibility, student choice and voice, problem-solving, and real-world application of learning. 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>Strategy's Expected Result/Impact: Students will engage in opportunities that expand their learning and actively engage them in collaborative skills for the workplace.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Funding Sources: - 199 PIC 21 - Gifted & Talented - \$69,725</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Academic Institute students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: ADVANCED COURSES: Increase the number of students enrolled in advanced courses.

High School

Fall 2022: 47 students enrolled in one or more Dual Credit/Dual Enrollment/Advanced Placement courses. Four courses of Dual Credit, 21 Dual Enrollment, and 131 AP courses. In addition to 6 courses beyond AP Math, 5 Academy of Science and Engineering, and 1 Computer Technician Practicum

Fall 2021: 34 students enrolled in one or more Dual Credit/Dual Enrollment/Advanced Placement courses

Middle School

Fall 2022: All 36 students enrolled in one or more advanced courses






Fall 2021: All 42 students enrolled in one or more advanced courses

PSAT 8 Scores

Oct. 2021: 1284 (17 students)

Oct. 2020: 1238 (10 students)

Evaluation Data Sources: Skyward Course Enrollment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all SBAI secondary students are selecting appropriately challenging courses. Strategy's Expected Result/Impact: SBAI students will be challenged appropriately. Staff Responsible for Monitoring: Administrators, Counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Academic Institute students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: POST-SECONDARY READINESS: By June 2023, at least 100% of Spring Branch Academic Institute students will perform at postsecondary-ready levels SAT (480 in Evidence-Based Reading & Writing and 530 in Math) and/or ACT (composite score of 23 or higher; min 19 in English and Math).

2021-22: 100% performed at post-secondary readiness levels.

2020-21: 100% performed at post-secondary readiness levels.

PSAT 8 Scores

Oct. 2021: 1284 (17 students)

Oct. 2020: 1238 (10 students)

PSAT 9 Scores

Oct. 2021: 1317 (11 students)

Oct. 2020: 1203 (11 students)

NMSQT 10 Scores

2021: 1310 (13 students)

2020: 1363 (10 students)

NMSQT 11 Scores

2021: 1394 (10 students)

2020: 1312 (5 students)

SAT Scores







2021-22: 1457 (18 tests taken by 10 students)

2020-21: 1411 (7 tests taken by 6 students)

ACT Scores

2021-2022: 32 (5 students)

Evaluation Data Sources: PSAT Reports, SAT Reports, ACT Reports






Strategy 1 Details	Reviews			
<p>Strategy 1: Current curriculum will be utilized to ensure preparedness for nationally normed tests and college expectations. Previous test trends will be analyzed to devise classroom activities targeted at increasing future scores.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement and test scores.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Secondary SBAI teachers will instruct both middle and high school SBAI students based on the course needs of students. The ELAR secondary SBAI teacher will also instruct Stratford students enrolled in the AP Capstone two-year program.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed all readiness standards on all nationally-normed tests taken. Additional opportunities for high school students.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselor</p> <p>Funding Sources: - 199 PIC 21 - Gifted & Talented - \$7,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Academic Institute students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will remain at 100%.

2021-22: TELPAS Progress Rate 100% (Based on completed TELPAS administrations in both 2021 and 2022.)

Evaluation Data Sources: State Accountability Report Domain 3






Strategy 1 Details	Reviews			
Strategy 1: SBAI will identify our Emergent Bilingual learners early and give them targeted interventions. Strategy's Expected Result/Impact: Levels of English proficiency will increase Staff Responsible for Monitoring: Administrators Teachers Funding Sources: - 199 PIC 21 - Gifted & Talented - \$39,600	Formative			Summative
	Oct	Jan	Apr	June
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Academic Institute students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: COLLEGE, CAREER, MILITARY READINESS (CCMR): By June 2023, Spring Branch Academic Institute will continue to have 100% of its graduates achieving College, Career, Military Readiness.

Class of 2022: 100%

Evaluation Data Sources: State Accountability Reports






Strategy 1 Details	Reviews			
Strategy 1: Every SBAI secondary student will meet with counselor to ensure CCMR readiness is being met. Strategy's Expected Result/Impact: All students at SBAI will meet CCMR readiness standards. Staff Responsible for Monitoring: Counselor Administrators	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Academic Institute students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: POST-SECONDARY ENROLLMENT: For the 2023 graduating class, 100% of Spring Branch Academic Institute graduates enroll successfully in a postsecondary option (T, 2, 4).

Class of 2022: All 6 graduates enrolled in higher education.

Evaluation Data Sources: National Student Clearinghouse (available November/December following graduation)






Strategy 1 Details	Reviews			
Strategy 1: The SBAI counselor and administrators will maintain communication and provide supports with SBAI graduates and their families to ensure students are enrolling in postsecondary options. Strategy's Expected Result/Impact: SBAI graduates will be more likely to enroll in post-secondary options.	Formative			Summative
	Oct	Jan	Apr	June
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Academic Institute students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 7: STUDENT GROWTH (PRIMARY GRADES): By June 2023, Spring Branch Academic Institute will increase the % of students demonstrating progress in reading and math by 3% points or \geq to 85%.

2021-22: Reading - 64% met CGI; Math - 93% met CGI (Baseline Year)

Evaluation Data Sources: BOY to EOY Measures of Academic Progress (MAP) Reports Grades 1 and 2

Strategy 1 Details	Reviews			
<p>Strategy 1: The SBAI counselor and teachers will pull MAP data to target gaps and address those during instruction.</p> <p>Strategy's Expected Result/Impact: Students will make growth on MAP.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 1: STUDENT ACHIEVEMENT. Spring Branch Academic Institute students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 8: STUDENT GROWTH: By June 2023, Spring Branch Academic Institute will increase the % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and STAAR Progress.

2021-22: Reading - 51% met CGI; Math - 56% met CGI; 93% passed STAAR Progress (Baseline Year)

Evaluation Data Sources: BOY to MOY MAP Reports Grades 3-8





Year over year STAAR progress Grades 4-10 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will target and work with students achieving Mastery to ensure they continue to achieve Mastery on STAAR.</p> <p>Strategy's Expected Result/Impact: Students achieving Masters levels on STAAR will continue to achieve Masters levels.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Spring Branch Academic Institute students will benefit from multi-tiered systems of support.

Performance Objective 1: INTERVENTIONS: By June 2023, Spring Branch Academic Institute will develop and implement an SSC process, aligning with the District's SSC protocol, to respond to students with academic and/or behavior needs to determine appropriate interventions, referral to Section 504, or referral to Special Education.





Evaluation Data Sources: Self-Assessment Rubric Developed by Intervention Services

Strategy 1 Details	Reviews			
<p>Strategy 1: The rigorous PLC process at SBAI is the mechanism that drives this work forward.</p> <p>Strategy's Expected Result/Impact: Struggling students will be identified and supported.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Spring Branch Academic Institute students will benefit from multi-tiered systems of support.

Performance Objective 2: EIGHTH GRADE PLANNING: 100% of 8th graders at Spring Branch Academic Institute will complete a 4-year plan aligned to their endorsement to ensure graduation requirements are met.





Evaluation Data Sources: 4-Year Plan, Endorsement Selection Form

Strategy 1 Details	Reviews			
<p>Strategy 1: 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity. Staff Responsible for Monitoring: Administrators Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Through study trips, students will explore careers through their classes at SBAI and Stratford, to build awareness of economic trends and high growth and high demand jobs. Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment. Staff Responsible for Monitoring: Administrators Counselors Teachers</p> <p>Funding Sources: - 199 PIC 21 - Gifted & Talented - \$7,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will complete a course selection process aligned to their career and endorsement path for their high school years. Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade, and a clear pathway for their high school years. Staff Responsible for Monitoring: Administrators Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: STUDENT SUPPORT. Spring Branch Academic Institute students will benefit from multi-tiered systems of support.

Performance Objective 3: POST-SECONDARY PLANNING: 100% of 9th graders will have an informed four-year plan and 100% of 11th graders will have a preliminary post-secondary plan.





Evaluation Data Sources: Naviance Reports, Skyward Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The SBAI Counselor will work with individual 9th graders and 11th graders to ensure they are on track to having a schedule which meets their academic needs.</p> <p>Strategy's Expected Result/Impact: Students will have a clear pathway to graduation, and are prepared to apply to college.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: STUDENT SUPPORT. Spring Branch Academic Institute students will benefit from multi-tiered systems of support.

Performance Objective 4: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, Spring Branch Academic Institute will implement at least three strategies that advance the focus on Core Characteristics for every child.





Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: SBAI Staff will use a common language to build an internal understanding and support the development of the Core Characteristics in our students. We will use the terminology in PLCs and faculty meetings.</p> <p>Strategy's Expected Result/Impact: Staff members will contribute to the growth of Core Characteristics terminology at SBAI.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: SBAI teachers will embed the specific Core Characteristics in their lessons and reiterate the terms with students.</p> <p>Strategy's Expected Result/Impact: Students will learn from live examples of the Core Characteristics, thus building their foundational knowledge and understanding of these terms in themselves.</p> <p>Staff Responsible for Monitoring: Counselor Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: SBAI Leadership will build our parents' understanding and usage of the Core Characteristics by referencing the terms specifically at various parent meetings throughout the school year.</p> <p>Strategy's Expected Result/Impact: Parents' understanding of the Core Characteristics will grow, and they will see how the mission at SBAI supports the development of the Core Characteristics in their children.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Spring Branch Academic Institute will ensure a safe and orderly environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.





Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: SBAI students and parents sign a Commitment to Attend SBAI document that ensures they follow procedures and behavioral expectations.</p> <p>Strategy's Expected Result/Impact: This ensures SBAI maintains a safe environment which is conducive to learning.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Spring Branch Academic Institute will ensure a safe and orderly environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.





Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Reviews			
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: SAFE SCHOOLS. Spring Branch Academic Institute will ensure a safe and orderly environment.

Performance Objective 3: EMERGENCY OPERATIONS: Collaborate with and follow the Campus Emergency Operations Procedures (EOP) at Thornwood, Spring Forest Middle, and Stratford High to comply with SB 11, and include Standard Operating Procedures.





Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Reviews			
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. SBAI is included in the EOPs of the schools where SBAI is housed.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: FISCAL RESPONSIBILITY. Spring Branch Academic Institute will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 PIC 21 - Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum resources		\$14,000.00
1	1	2	Curriculum Resources		\$77,000.00
1	1	4			\$69,725.00
1	3	2			\$7,000.00
1	4	1			\$39,600.00
2	2	2			\$7,000.00
Sub-Total					\$214,325.00
Budgeted Fund Source Amount					\$174,750.00
+/- Difference					-\$39,575.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$15,699.00
Sub-Total					\$15,699.00
Budgeted Fund Source Amount					\$15,699.00
+/- Difference					\$0.00
Grand Total Budgeted					\$190,449.00
Grand Total Spent					\$230,024.00
+/- Difference					-\$39,575.00