Spring Branch Independent School District

Spring Branch Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

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

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Branch Elementary is a neighborhood school serving students in the Campbell and Long Point area within the Spring Branch Independent School District. Spring Branch Elementary School is the namesake of the district and was the first elementary school established in 1939. During the 2021-2022 school year, SBE had an average of 515 students attending Kindergarten through 5th grade, which was up 44 students from the previous year. This was a nice upward tick for SBE since the school has been on a downward trend in enrollment since 2014 because of the removal of the Pre-K classes and, of course, the pandemic.

The Ethnicity Distribution of SBE is: 87.3% Hispanic, 6.7% African American, 4.4% White, 0.5% American Indian, 0.3% Asian, and 0.8% are two or more races. 95% of our students are considered economically disadvantaged, which qualifies our campus as a Title I school. Sixty seven percent of our students are English Learners. Most of our families are apartment residents, low socioeconomic, predominantly English and Spanish speakers, multiple families living together, and newcomer families. 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. Nine percent of our students have disabilities and are serviced by special education services. Currently, we have 16 students in the Gifted and Talented program. Our entire student population receives free breakfast and lunch.

For the 2022- 2023 school year, seventeen staff members are new to the campus. At the end of the last school year, some teachers took positions with other districts, campuses, or departments. One staff member retired and two changed careers. We have approximately 43 employees on our teaching staff: five percent are African American, sixty-three percent are Hispanic, and thirty percent are White. We have one 1st year teacher for 2022-2023.

Demographics Strengths

SBE, a Title I campus, continues to build on the strengths of the community. Our SBE families are becoming more involved in their child's education by attending parent math and language academic meetings, being involved in the PTA, and providing assistance to teachers. Through these efforts, our families learn to value education as a key way out of poverty. The neighborhood that surrounds the school is experiencing gentrification, and some of these new families are enrolling their children at SBE.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: The impact of the pandemic can still be felt with many students continuing to struggle with gaps in their academic skills especially in reading, writing, and math. **Root Cause:** Parents kept their children home from Pre- K and/or Kindergarten, or chose for their students to attend virtually. Many of these students had limited access to the internet and/or their virtual attendance was poor or none at all.

Problem Statement 2: Our students' academic performance in reading is below the state's College Readiness levels. **Root Cause:** Demographics of our population: 19% mobility,

84.8 % at-risk, and 95% economically disadvantaged.

Student Learning

Student Learning Summary

Our students' performance improved on the campus and district assessments throughout the 2021-2022 school year. The STAAR results for 2022 demonstrated excellent progress overall from 2021 resulting in a TEA rating of an A for Spring Branch Elementary.

Reading	PSA1	CBA	CPSTAAR
Approaches	32	35	53
Meets	9	15	23
Masters	1	8	10
Math	**PSA1**	**CBA**	**CPSTAAR**
Approaches	62	71	65
Meets	36	44	33
Masters	27	24	14
Science	**PSA1**	**CBA**	**CPSTAAR**
Approaches	54	67	53
Meets	15	34	16
Masters	4	15	3

STAAR Results Comparison - Our scores improved in all content areas and performance levels especially at the Meets levels.

Reading	2019	2021	2022
Approaches	50	55	66
Meets	18	25	41
Masters	7	10	20
Math	**2019**	**2021**	**2022**
Approaches	53	58	77
Meets	18	29	49
Masters	8	12	19
Science	**2019**	**2021**	**2022**
Approaches	41	50	58
Meets	16	19	23
Masters	1	0	9

Reading   **2019**   **2021**   **2022**

Running Records Data for Kinder - 2nd Grade:

	Beginning of Year				Middle of Year				End of Year			Goal 90%		
Running Records Data 2021 - 2022														
Grade Level	# On or Above Grade Level	Total # of Students	% On or Above Grade Level		# On or Above Grade Level	Total # of Students	% On or Above Grade Level		# On or Above Grade Level	Total # of Students	% On or Above Grade Level	Met Goal Y/N		
Level					B or Above				D or Above				GOALS:	80%
K					60	112	54%		64	108	59%	N		
Level	D or Above				G or Above				I or Above				GOALS:	80%
1	34	70	48%		31	73	43%		46	73	63%	N		
Level	I or Above				K or Above				M or Above				GOALS:	80%
2	24	61	40%		26	79	33%		36	78	46%	N		

Student Learning Strengths

Despite the COVID19 pandemic, our students made gains as measured by the state assessment STAAR. SBE students improved their academic performance in all the content areas at the approaches, meets, and masters levels. Our student sub-populations improved their performance in all the content areas. There were sizable increases at the Meets level for all sub-pops in all of the content areas, which resulted in three distinctions and our TEA rating of an A.

Reading Eco Dis	2019	2021	2022	**Math Eco Dis**	2019	2021	2022
Approaches	50	56	66	Approaches	53	58	77
Meets	18	**26**	**42**	Meets	17	**30**	**49**
Masters	7	10	19	Masters	9	13	19
Reading EBs				**Math EBs**			
Approaches	48	49	61	Approaches	48	56	75
Meets	10	**19**	**36**	Meets	13	**23**	**44**
Masters	4	5	16	Masters	8	8	18

| Reading Eco Dis | 2019 | 2021 | 2022 | Math Eco Dis | 2019 | 2021 | 2022 |
Reading Hispanic				**Math Hispanic**			
Approaches	50	54	65	Approaches	53	59	76
Meets	17	**24**	**41**	Meets	17	**29**	**47**
Masters	7	10	18	Masters	8	12	18
Reading Sp Ed				**Math Sp Ed**			
Approaches	29	28	47	Approaches	35	53	69
Meets	18	19	34	Meets	15	**25**	**47**
Masters	0	0	9	Masters	3	3	3

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are under-performing in the academic areas of reading, writing, math, and science. **Root Cause:** Student data needs to be reviewed often and concepts retaught and retested.

Problem Statement 2: Small group instruction must target students and target skills. **Root Cause:** Our low socio-economic, Emergent Bilingual, and Special Education students have deficiencies in their foundational literacy and math skills.

Problem Statement 3: The impact of the pandemic can still be felt with many students continuing to struggle with gaps in their academic skills especially in reading, writing, and math. **Root Cause:** Parents kept their children home from Pre- K and/or Kindergarten, or chose for their students to attend virtually. Many of these students had limited access to the internet and/or their virtual attendance was poor or none at all.

Problem Statement 4: Our students' academic performance in reading is below the state's College Readiness levels. **Root Cause:** Demographics of our population: 19% mobility, 84.8 % at-risk, and 95% economically disadvantaged.

School Processes & Programs

School Processes & Programs Summary

The ILT members are assigned to support teachers and instruction in particular grade levels. They will also provide small group instruction to students throughout the school year. RtI small group instruction schedule is implemented daily so all ILT members work with all grade levels. The ILT reviews data and assists with determining the composition of small groups and TEKS to be covered. Input from the teachers is also taken. Teachers and ILT members make recommendations for professional development for all grade level teachers. The content Instructional Specialists meet weekly with the teachers to plan and provide needed professional development. SBE continues to be a Teachers College Reading and Writing Project affiliate school.

The Campus Improvement Team reviews progress of CIP goals and gives input or suggestions for resources and 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 (End of the Year Surveys for Staff and Parents) are used to seek meaningful input on how best to improve student achievement.

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

Enrichment activities are provided through the Boys and Girls Club After School program and Girlstart programs.

School Processes & Programs Strengths

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

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

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, 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 the academic areas of reading, writing, math, and science. **Root Cause:** Student data needs to be reviewed often and concepts retaught and retested.

Problem Statement 2: Small group instruction must target students and target skills. **Root Cause:** Our low socio-economic, Emergent Bilingual, and Special Education students

have deficiencies in their foundational literacy and math skills.

Perceptions

Perceptions Summary

SBE attendance rate for the 2021-2022 school year was 91%. This was impacted by COVID19 pandemic and the attendance habits of our students and families. Throughout the year, our students fell ill or had members of their families fall ill during the school year.

Chapelwood United Methodist Church will once again provide tutors for our SBE students in the area of reading. We have approximately 20 tutors working with our students. Our two CIS Project Managers will also work with groups of students focusing on appropriate social skills and character development.

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

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

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

Perceptions Strengths

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

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

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

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 impact of the pandemic can still be felt with many students continuing to struggle with gaps in their academic skills especially in reading, writing, and math. **Root Cause:** Parents kept their children home from Pre- K and/or Kindergarten, or chose for their students to attend virtually. Many of these students had limited access to the internet and/or their virtual attendance was poor or none at all.

Problem Statement 2: Our students' academic performance in reading is below the state's College Readiness levels. **Root Cause:** Demographics of our population: 19% mobility, 84.8 % at-risk, and 95% economically disadvantaged.

Problem Statement 3: Students are under-performing in the academic areas of reading, writing, math, and science. **Root Cause:** Student data needs to be reviewed often and concepts retaught and retested.

Problem Statement 4: Small group instruction must target students and target skills. **Root Cause:** Our low socio-economic, Emergent Bilingual, and Special Education students have deficiencies in their foundational literacy and math skills.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2023, 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).

2021-22: Reading: 66% (approaches), 41% (meets), 20% (masters); Math: 77% (approaches), 49% (meets), 19% (masters)
2020-21: Reading: 55% (approaches), 25% (meets), 10% (masters); Math: 58% (approaches), 29% (meets), 12% (masters)

Evaluation Data Sources: State Accountability Report Domain 1 (available mid-August)

Strategy 1 Details	Reviews			
Strategy 1: SBE teachers will attend Professional Development sessions and conferences to keep abreast of the latest programs and strategies for rigorous instruction to advance learners in the content areas. K - 5 teachers will work with the Instructional Specialists in the areas of Literacy, Math, and Science throughout the school year. The Instructional Specialists will coach, model, and train teachers in their respective content areas when they are on campus. -Teachers may attend Professional Development Opportunities at Region 4 or other conferences that support their instructional needs or goals for the school year. -Subs will be paid for when teachers attend professional development. **Strategy's Expected Result/Impact:** Increase students at "Meets" Level in STAAR Math and Reading to 45% and MAP Post Secondary Levels to 15% in Reading and Math **Staff Responsible for Monitoring:** Principal Assistant Principal ILT Members District Instructional Specialists for Math, Reading, and Science **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Subs for Teachers PD Gen Funds - 199 PIC 11 - Instructional Services - 199.11.6112.000.114.32.0.114 - $2,000, Food/snacks for on campus PD - 199 PIC 99 - Undistributed - 199.13.6499.000.114.99.0.114 - $3,500, Region 4 Principal PD Opportunities Title I Funds - 211 - Title I, Part A - 211.23.6239.000.114.30.0.000.FGB23 - $100, Subs for Teachers PD Title I Funds - 211 - Title I, Part A - 211.11.6112.000.114.30.0.000.FBG23 - $5,000, Teacher Conference Registration Fee Title I funds - 211 - Title I, Part A - 211.13.6411.000.114.30.0.000.FGB23 - $300, Teacher PD at Region 4 211 Budget - 211 - Title I, Part A - 211.13.6239.000.114.30.0.000.FGB23 - $300, Guest Presenter 211 Budget - 211 - Title I, Part A - 211.13.6299.000.114.30.0.000.FGB23 - $750	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Grade level teams use collaborative Team Time (PLC) to analyze data from formative and interim assessments to guide the lesson plan process and narrow their focus on the Essential Standards that effectively impact their small group planning and instruction. Teams will use an agenda to guide their meeting and record their action steps as well as use data trackers and data protocols to inform their conversations. **Strategy's Expected Result/Impact:** Ensures that students will grow steadily throughout the school year in their performance on campus and district assessments as well as STAAR. **Staff Responsible for Monitoring:** Teachers Principal ILT **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: To enhance real world experiences that increase our students' background knowledge in the content areas, teachers will plan and take our students on educational study trips for SBE students. **Strategy's Expected Result/Impact:** Master Calendar Field Trip Requests Student Journals **Staff Responsible for Monitoring:** Principal Assistant Principal Grade Level Team Leaders **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Student Travel Title - 211 - Title I, Part A - 211.11.6412.000.114.30.0.000.FGB23 - $2,000, Student Travel General Budget - 199 PIC 11 - Instructional Services - 199.11.6412.000.114.11.0.114 - $2,500, Transportation - 199 PIC 11 - Instructional Services - 199.11.6494.000.114.11.0.114 - $3,000	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: To encourage our female students' interest in the world of STEM, the Girl Start program will encourage 4th and 5th grade girls to participate during or after school. This program will provide our girls an opportunity to learn to use STEM as a way to solve real-life problems facing our world, as well as take an interest in STEM electives, majors, and careers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: High level student work and products
 Enter contests
 Present to a variety of educational groups
 Staff Responsible for Monitoring: Ms. Dominguez
 Principal
 Asst. Principal
 	
 Title I:
 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Instructional resources will be purchased for to enhance our school's existing resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students' reading habits will increase resulting in improved reading levels on running records.	**Oct**	**Jan**	**Apr**	**June**

Staff Responsible for Monitoring: LISes
 Librarian
 	
 Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 5: Effective Instruction
 Funding Sources: Library Books 199 Budget - 199 PIC 99 - Undistributed - 199.12.6329.000.114.99.0.114 - $1,500, Teachers College Reading Collection 199 Budget - 199 PIC 99 - Undistributed - 199.11.6329.000.114.99.0.114 - $1,000, Library Books 211 Budget - 211 - Title I, Part A - 211.12.6329.000.114.30.0.000.FBG23 - $8,500, Teachers College Reading Collection 211 Budget - 211 - Title I, Part A - 211.13.6329.000.114.30.0.000.FBG23 - $4,000				

Strategy 6 Details		Reviews			
Strategy 6: To support Family Engagement and strengthening learning opportunities at home, family academic events and parent learning opportunities will take place. Some of these events include Family Math Nights, Family Literacy Nights, Parent Latino Literacy Classes, Family Library nights, and English as a Second Language classes. Coffee with the Principal meetings will focus on family supports. Snacks for the coffees will be purchased. To support Math and Literacy events, math resources, book packets, and writing materials will be purchased. Paraprofessionals will be paid to assist during evening events such as Library Nights.		Formative			Summative
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Active family engagement will strengthen learning habits at home. **Staff Responsible for Monitoring:** Administrators Librarian Admin Assistant **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Reading Materials for Parents - 211 - Title I, Part A - 211.61.6329.000.114.30.0.000.FBG23 - $1,674, Supplies and Materials for Parents - 211 - Title I, Part A - 211.61.6399.000.114.30.0.000.FBG23 - $500, Snack for Parent Coffees - 211 - Title I, Part A - 211.61.6499.000.114.30.0.000.FBG23 - $700					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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

Performance Objective 2: EARLY LITERACY: By June 2023, Spring Branch Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 10 percentage points or ≥ to 85%.

2021-22: Kindergarten 59% On/Above Grade Level; 1st Grade: 63% On/Above Grade Level; 2nd Grade: 46% On/Above Grade Level
2020-21: Kindergarten 76% On/Above Grade Level; 1st Grade: 47% On/Above Grade Level; 2nd Grade: 49% On/Above Grade Level

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

Strategy 1 Details	Reviews			
Strategy 1: Kinder - 2nd grade interventions will take place during the RtI block of 30 minutes per day and independent reading time.	**Formative**			**Summative**
K - 2 grade teachers will implement massive practice with any student reading below level J during classroom instruction and RtI small groups. Additionally, these teams will have the support of two reading interventionists to provide small group interventions, modeling, coaching, and feedback.	**Oct**	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Students selected for RtI small group instruction will have at least one year's growth in reading levels.
 	
     Staff Responsible for Monitoring: Reading Interventionists - Elizabeth Villarreal and Alfredo Delgado
 	
     Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
  - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide small group instruction for students, complete running records, track their progress and provide instructional resources. The ILT and LISes will review students' reading level progress with each teacher at the end of each month and develop plans for instruction to move readers to the next reading level. Teachers will also utilize RazKids, MyOn, Epic, and other online reading tools to support student reading achievement.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase the number of students reading at or above grade level by May 2021. **Staff Responsible for Monitoring:** Teachers, ILT **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers in grades Kinder, 1st, and 2nd grade will engage in phonics professional development and utilize all of the phonics curriculum resources to provide students with a strong literacy foundation.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Build teacher capacity around phonics instruction and increase student reading levels. **Staff Responsible for Monitoring:** LISes, ILT, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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

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

Performance Objective 3: STUDENT GROWTH (PRIMARY GRADES): By June 2023, Spring Branch Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or ≥ to 85%.

2021-22: Reading - 41% met CGI; Math - 47% met CGI (Baseline Year)

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

Strategy 1 Details	Reviews			
Strategy 1: K - 2 teachers will administer the Math Screener at the BOY, MOY and EOY to monitor student progress in math skills and reteach concepts not mastered. Teachers will spiral Essential TEKS and those not mastered through the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will make consistent progress on the basic math skills throughout the year because of teacher direct instruction of concepts not mastered. **Staff Responsible for Monitoring:** K - 2 Teachers ILT MIS Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews		
Strategy 2: Purchase technology and utilize software programs (Edusmart, RAZ Kids) to support blended learning environments and personalized learning. To meet the technology needs of the campus, SBE will purchase technology equipment.		**Formative**		**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Purchase technology and utilize software programs (Edusmart, RAZ Kids) to support blended learning environments and personalized learning. To meet the technology needs of the campus, SBE will purchase technology equipment.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Student personalized learning pathways with increased student achievement. **Staff Responsible for Monitoring:** Principal Teachers Instructional Specialists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Tech Equipment - 199 PIC 11 - Instructional Services - 199.11.6398.000.114.11.0.114 - $0, Software General Funds - 199 PIC 11 - Instructional Services - 199.11.6397.000.114.30.0.114 - $9,390, Software Title I - 211 - Title I, Part A - 211.11.6397.000.114.30.0.000.FGB23 - $3,000					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will use campus and district trackers for the content areas to monitor student progress and provide targeted support in math and reading classroom instruction.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will become very knowledgeable of their students' skills in order to develop individual plans for progress and accelerate achievement. **Staff Responsible for Monitoring:** Administration Instructional Specialists Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction					

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

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

Performance Objective 4: STUDENT GROWTH (INTERMEDIATE GRADES): By June 2023, Spring Branch Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and by 5% points year over year on STAAR Progress.

2021-22: Reading - 50% met CGI; Math - 59% met CGI; 89% of STAAR Progress (Baseline Year)

Evaluation Data Sources: BOY to MOY MAP Reports Grades 3-5
Year over year STAAR progress Grades 4 and 5 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details	Reviews			
Strategy 1: 3rd - 5th grade students will participate in RtI small group interventions that focus on specific students and specific skills daily for an hour. Thirty minutes are dedicated to math and 30 minutes are dedicated to reading. During this time, students who fall under the umbrella of HB4545 are prioritized. Grade level teachers and interventionists will work with the students during this block of time.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By addressing specific students and specific skills, the students' reading and math skills will improve as measured by MAP and STAAR. **Staff Responsible for Monitoring:** Teachers ILT Administration LISes, MIS, and SIS **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

Strategy 3 Details	Reviews			
Strategy 3: 3rd - 5th grade teachers will conduct student conferences to help students develop goals after district or campus assessments.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students will keep Student Progress Folders/Trackers to monitor progress and develop student agency for learning. **Staff Responsible for Monitoring:** Teachers Students ILT **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 5 percentage points or ≥ to 80%.

2021-22: TELPAS Progress Rate 57% (Based on completed TELPAS administrations in both 2021 and 2022.)

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Reviews			

Strategy 1: Bilingual teachers will use massive practice and small group reading instruction to target English reading skills. In 3rd - 5th, teachers will use Massive Practice with students reading in English on levels J and below.
    Strategy's Expected Result/Impact: EL students will increase their English reading skills in all grade levels.
    Staff Responsible for Monitoring: Teachers, ILT, LISes, Administrators
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Continue the implementation of the Dual Language strategies with a focus on Preview-View-Review to increase our Emergent Bilinguals' acquisition of English. Bilingual teachers will attend training provided by the Multilingual department.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: English Language Development for ELL students and Advanced High scores on TELPAS **Staff Responsible for Monitoring:** Bilingual Teachers Bilingual Committee District Bilingual Department **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**					

Strategy 3 Details		Reviews			
Strategy 3: The LEP assistants will work with Emergent Bilinguals on their English language skills. They will work with students on English sight words, writing in English, and names of common objects using flashcards.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Emergent Bilingual students will gain English skills that will result in a year's growth on the TELPAS. **Staff Responsible for Monitoring:** Teachers ILT Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction					

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use Patterns of Power to teach English grammar instruction to all students. This specific instruction will target our EL students so that they develop their English language skills.	Formative			Summative
	Oct	Jan	Apr	June

Strategy's Expected Result/Impact: Students will increase their English language skills in speaking, reading and writing.
   Staff Responsible for Monitoring: Teachers, ILT, Administrators
 	
   TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**				

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

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

Performance Objective 1: INTERVENTIONS: By June 2023, Spring Branch Elementary School will implement TIER II interventions with students identified as needing additional supports in reading and/or math.

    Evaluation Data Sources: PK-CIRCLE Assessment, Kinder-TX-KEA, Grades 1-5-MAP

Strategy 1 Details	Reviews			
Strategy 1: To support instruction and learning, Title I funds are used to fund 100% of a Math Interventionist and 65% of the Bilingual Interventionist. The remaining 35% of the Bilingual interventionist comes from trading a LEP assistant unit.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

*These interventionists and the rest of the ILT support grade level teams with clearly defined roles and responsibilities, which include planning, coaching, and modeling. *They provide small group instruction to K - 5th students as part of the implementation of the daily RtI interventions. *Members of the ILT use a Support Tracker to maintain a record of the assistance they provide teachers and students. ESSER III funds were used to hire three retired teachers as interventionists in the spring of 2022 to work with students on reading and math skills during the school day.
 	
   Strategy's Expected Result/Impact: Increase student achievement for all struggling students in Math and Reading so that their impact on instruction and student performance is evident to stakeholders.
   Staff Responsible for Monitoring: Administrators
 	
   Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
   Funding Sources: Salary/Fringe Benefits for Interventionists - Bil and Math - 211 - Title I, Part A - 211.11.6119.000.114.30.0.000.FBG23 - $136,088, Part-Time Interventionists Spring 2022 - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6119.000.114.30.0.114.ARP21 - $54,500				

Strategy 2 Details	Reviews			
Strategy 2: Provide after school tutorials and/or Saturday Camps to meet the diverse needs of students in grades K-5 to ensure mastery of grade level and advanced TEKS.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase mastery of grade level TEKS and advanced proficiency scale levels. **Staff Responsible for Monitoring:** Administrators ILT **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Tutorials and Saturday Camps Extra Duty Professional - 211 - Title I, Part A - 211.11.6116.000.114.30.0.000.FGB23 - $30,000, Transportation for Tutorials - 211 - Title I, Part A - 211.11.6494.000.114.30.0.000.FGB23 - $5,000, Paraprofessional Overtime - 211 - Title I, Part A - 211.11.6121.000.114.30.0.000.FGB23 - $2,906				

Strategy 3 Details	Reviews			
Strategy 3: Purchase and utilize instructional supplies and materials for students who are struggling to meet CGI in MAP, STAAR and grade level Priority Standards for math and reading.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By purchasing and using quality and needed supplies and materials, our teachers will provide quality instruction so that students make increased progress in their reading and math performance on all assessments. **Staff Responsible for Monitoring:** Administrators ILT Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Supplies and Materials 199 General Budget - 199 PIC 11 - Instructional Services - 199.11.6399.000.114.11.0.114 - $6,270, Bilingual 199 Supplies and Materials - 199 PIC 25 - ESL/Bilingual - 199.11.6399.000.114.25.0.114 - $8,000, At-Risk Supplies and Materials 199 - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.114.30.0.114 - $4,500, At-Risk Testing Materials 199 Gen Budget - 199 PIC 30 - At Risk School Wide SCE - 199.11.6339.000.114.11.0.114 - $5,000, Special Education Supplies 199 Gen Budget - 199 PIC 23 - Special Education - 199.11.6399.000.114.23.0.114 - $330, Supplies and Materials 211 Title I Budget - 211 - Title I, Part A - 211.11.6399.000.114.30.0.000.FGB23 - $80,582				

Strategy 4 Details	Reviews			
Strategy 4: Teachers and interventionists will provide dyslexia support to K and 1st grade students that performed under the 25th percentile on MAP.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Through the use of Orton Gillingham strategies, the students will make progress in their reading skills as measured by EOY MAP and Running Records. **Staff Responsible for Monitoring:** Interventionists Instructional Specialists Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

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

Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, Spring Branch Elementary School 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			
Strategy 1: The implementation of the Positive Behavior Intervention Support Program continues school-wide. SBE staff will focus and highlight PAWS to reinforce positive behavior and the Core Characteristics with our students. PAWS posters will be placed throughout the building as visual cues to students. SBE students will earn PAWS points from SBE teachers and staff throughout the day for demonstrating PAWS and Core Characteristics. Twice a month all students will redeem their PAWS points and "shop" at the SBE Bear Market.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in discipline referrals. Improved student feedback on an end of year survey in the area of School Climate and School Safety. **Staff Responsible for Monitoring:** Assistant Principal PBIS Committee Counselor **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** PAWS Posters for SBE 199 Supplies and Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.114.11.0.114 - $900				

Strategy 2 Details	Reviews			
Strategy 2: The Project CLASS social skills program teacher will work with students selected by teachers to develop and utilize appropriate interaction skills. Connections will be made between the Project Class social skills and the Core Characteristics so the message is clear and consistent to students. Project Class will do a presentation/training for parents on how to teach and develop behavior skills at home.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: SBE students will improve social interactions with each other and their teachers to create an optimal, respectful learning environment that supports the Core Characteristics.
 	
    Staff Responsible for Monitoring: PBIS Committee
Teachers
Administrators
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Funding Sources: Project Class 211 Contract Services - 211 - Title I, Part A - 211.11.6299.000.114.30.0.000.FBG23 - $6,000				

Strategy 3 Details	Reviews			
Strategy 3: During the broadcast of the SBE News, a Core Characteristic will be highlighted for two weeks so that students become familiar with them and relate them to the campus behavior expectations of PAWS (Positive Attitude, Always be Respectful, Work Hard, Safe and Smart Choices).	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will internalize the Core Characteristics as a campus expectation for all SBE Bears!
 	
    Staff Responsible for Monitoring: PBIS Committee
Counselor
Teachers
Administrators
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture				

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

Goal 3: SAFE SCHOOLS. Spring Branch Elementary School 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			
Strategy 1: Emergency drills are reviewed and practiced with all SBE staff members during August staff development days. Teachers will review expectations for each of the drills with students so they are prepared for practice drills and real emergencies. Safety expectations will be part of the morning announcements to maintain strong safety procedures and expectations..			**Formative**			**Summative**
			Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers and students will know how to respond during emergency drills and true emergencies. **Staff Responsible for Monitoring:** Administrators Safety Committee Teachers **ESF Levers:** Lever 3: Positive School Culture						
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue		

Goal 3: SAFE SCHOOLS. Spring Branch Elementary School 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			
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. **Staff Responsible for Monitoring:** Campus Safety Officer, Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers							

Strategy 2 Details				Reviews			
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. **Staff Responsible for Monitoring:** Administrators Safety Committee **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture							

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

Goal 3: SAFE SCHOOLS. Spring Branch Elementary School will ensure a safe and orderly environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

    Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Reviews			
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs.
Staff training documents maintained.
EOP submitted by September 1st.
    Staff Responsible for Monitoring: Administrators
Safety Committee
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

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

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

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			
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. **Staff Responsible for Monitoring:** Principal Administrative Assistant **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				
Strategy 2 Details	Reviews			
Strategy 2: Funds are allocated to provide substitutes for support personnel when they are absent.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support provided by paraprofessionals will continue on a daily basis.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Admin Assistant, Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** Subs for Paraprofessionals 199 - 199 PIC 11 - Instructional Services - 199.11.6122.000.114.11.0.114 - $3,430, Subs for Paraprofessionals 199 Sp Ed - 199 PIC 99 - Undistributed - 199.23.6122.000.114.11.0.114 - $350				

Strategy 3 Details	Reviews			

Strategy 3: To help the operation of the front office, funds will be allocated to cover the cost of repairs of machines in the building such as front office copier and the poster machine. Additional funds will be allocated for office supplies.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: The machines will continue to work and support school initiatives such as behavior and data. **Staff Responsible for Monitoring:** Librarian, Admin Assistant **Funding Sources:** Repair of Library Machines - 199 PIC 11 - Instructional Services - 199.11.6249.000.114.30.0.114 - $1,380, Misc. Contract Services - 199 PIC 11 - Instructional Services - 199.11.6299.000.114.11.0.114 - $250, Front Office Copier - 199 PIC 99 - Undistributed - 199.23.6269.000.114.99.0.114 - $4,000				

Strategy 4 Details	Reviews			

Strategy 4: Supplies for the clinic will be purchased.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Maintenance of the clinic for the well-being of the students. **Staff Responsible for Monitoring:** Nurse, Admin Assistant **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Clinic supplies - 199 PIC 11 - Instructional Services - 199.33.6399.000.114.99.0.114 - $1,000				

Strategy 5 Details	Reviews			

Strategy 5: Supplies for the counselor will be purchased.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students' social emotional needs will be addressed and met. **Staff Responsible for Monitoring:** Counselor Admin Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Counselor Supplies 199 - 199 PIC 99 - Undistributed - $750				

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

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199 PIC 11 - Instructional Services</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>Subs for Teachers PD Gen Funds</td><td>199.11.6112.000.114.32.0.114</td><td>$2,000.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>Transportation</td><td>199.11.6494.000.114.11.0.114</td><td>$3,000.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>Student Travel General Budget</td><td>199.11.6412.000.114.11.0.114</td><td>$2,500.00</td></tr>
<tr><td>1</td><td>3</td><td>2</td><td>Tech Equipment</td><td>199.11.6398.000.114.11.0.114</td><td>$0.00</td></tr>
<tr><td>1</td><td>3</td><td>2</td><td>Software General Funds</td><td>199.11.6397.000.114.30.0.114</td><td>$9,390.00</td></tr>
<tr><td>2</td><td>1</td><td>3</td><td>Supplies and Materials 199 General Budget</td><td>199.11.6399.000.114.11.0.114</td><td>$6,270.00</td></tr>
<tr><td>2</td><td>2</td><td>1</td><td>PAWS Posters for SBE 199 Supplies and Materials</td><td>199.11.6399.000.114.11.0.114</td><td>$900.00</td></tr>
<tr><td>4</td><td>1</td><td>2</td><td>Subs for Paraprofessionals 199</td><td>199.11.6122.000.114.11.0.114</td><td>$3,430.00</td></tr>
<tr><td>4</td><td>1</td><td>3</td><td>Repair of Library Machines</td><td>199.11.6249.000.114.30.0.114</td><td>$1,380.00</td></tr>
<tr><td>4</td><td>1</td><td>3</td><td>Misc. Contract Services</td><td>199.11.6299.000.114.11.0.114</td><td>$250.00</td></tr>
<tr><td>4</td><td>1</td><td>4</td><td>Clinic supplies</td><td>199.33.6399.000.114.99.0.114</td><td>$1,000.00</td></tr>
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<tr><td colspan="6" align="center">199 PIC 23 - Special Education</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>1</td><td>3</td><td>Special Education Supplies 199 Gen Budget</td><td>199.11.6399.000.114.23.0.114</td><td>$330.00</td></tr>
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<tr><td colspan="6" align="center">199 PIC 25 - ESL/Bilingual</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
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199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	At-Risk Testing Materials 199 Gen Budget	199.11.6339.000.114.11.0.114	$5,000.00
2	1	3	At-Risk Supplies and Materials 199	199.11.6399.000.114.30.0.114	$4,500.00
				Sub-Total	$9,500.00
				Budgeted Fund Source Amount	$9,500.00
				+/- Difference	$0.00

199 PIC 32 - Pre-Kindergarten

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

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Food/snacks for on campus PD	199.13.6499.000.114.99.0.114	$3,500.00
1	1	5	Library Books 199 Budget	199.12.6329.000.114.99.0.114	$1,500.00
1	1	5	Teachers College Reading Collection 199 Budget	199.11.6329.000.114.99.0.114	$1,000.00
4	1	2	Subs for Paraprofessionals 199 Sp Ed	199.23.6122.000.114.11.0.114	$350.00
4	1	3	Front Office Copier	199.23.6269.000.114.99.0.114	$4,000.00
4	1	5	Counselor Supplies 199		$750.00
				Sub-Total	$11,100.00
				Budgeted Fund Source Amount	$11,100.00
				+/- Difference	$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Conference Registration Fee Title I funds	211.13.6411.000.114.30.0.000.FGB23	$300.00
1	1	1	Subs for Teachers PD Title I Funds	211.11.6112.000.114.30.0.000.FBG23	$5,000.00
1	1	1	Region 4 Principal PD Opportunities Title I Funds	211.23.6239.000.114.30.0.000.FGB23	$100.00
1	1	1	Guest Presenter 211 Budget	211.13.6299.000.114.30.0.000.FGB23	$750.00
1	1	1	Teacher PD at Region 4 211 Budget	211.13.6239.000.114.30.0.000.FGB23	$300.00
1	1	3	Student Travel Title	211.11.6412.000.114.30.0.000.FGB23	$2,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Library Books 211 Budget	211.12.6329.000.114.30.0.000.FBG23	$8,500.00
1	1	5	Teachers College Reading Collection 211 Budget	211.13.6329.000.114.30.0.000.FBG23	$4,000.00
1	1	6	Snack for Parent Coffees	211.61.6499.000.114.30.0.000.FBG23	$700.00
1	1	6	Supplies and Materials for Parents	211.61.6399.000.114.30.0.000.FBG23	$500.00
1	1	6	Reading Materials for Parents	211.61.6329.000.114.30.0.000.FBG23	$1,674.00
1	3	2	Software Title I	211.11.6397.000.114.30.0.000.FGB23	$3,000.00
2	1	1	Salary/Fringe Benefits for Interventionists - Bil and Math	211.11.6119.000.114.30.0.000.FBG23	$136,088.00
2	1	2	Tutorials and Saturday Camps Extra Duty Professional	211.11.6116.000.114.30.0.000.FGB23	$30,000.00
2	1	2	Paraprofessional Overtime	211.11.6121.000.114.30.0.000.FGB23	$2,906.00
2	1	2	Transportation for Tutorials	211.11.6494.000.114.30.0.000.FGB23	$5,000.00
2	1	3	Supplies and Materials 211 Title I Budget	211.11.6399.000.114.30.0.000.FGB23	$80,582.00
2	2	2	Project Class 211 Contract Services	211.11.6299.000.114.30.0.000.FBG23	$6,000.00
				Sub-Total	$287,400.00
				Budgeted Fund Source Amount	$287,400.00
				+/- Difference	$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Part-Time Interventionists Spring 2022	282.11.6119.000.114.30.0.114.ARP21	$54,500.00
				Sub-Total	$54,500.00
				Budgeted Fund Source Amount	$102,841.00
				+/- Difference	$48,341.00
				Grand Total Budgeted	$449,291.00
				Grand Total Spent	$400,950.00
				+/- Difference	$48,341.00