

**Spring Branch Independent School District**  
**Spring Branch Academic Institute**  
**2023-2024 Campus Improvement Plan**



# 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

**Spring Branch Academic Institute** serves highly gifted students in grades K-12 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 13 students from the 2020–2021 school year to the 2021–2022 school year. Enrollment continued to increase from the 2021–2022 school year to the 2022–2023 school year by 5 students. In the coming 2023–2024 school year, SBAI has another increase of 5 students.

### Enrollment Trends:

2023-2024: Enrollment: 150

2022-2023: Enrollment – 145

2021-2022: Enrollment – 140

2020-2021: Enrollment – 127

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Spring Branch Academic Institute has remained relatively consistent during the past three years. The majority of the students are White, followed by Asian. During the 2022-2023 school year, 4.8% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 4.8% At-Risk; 8.3% Economically Disadvantaged; and 94.5% were identified for gifted and talented services.

### Demographic Trends: Race/Ethnicity

2022-2023: African American – 1.41%

2021-2022: African American – 1.41%

2020-2021: African American – \*

2022-2023: American Indian-Alaskan Native – 0 (0.0%)

2021-2022: American Indian-Alaskan Native – 0 (0.0%)

2020-2021: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: Asian – 53 (36.6%)

2021-2022: Asian – 42 (30.0%)

2020-2021: Asian – 38 (29.9%)

2022-2023: Hispanic – 12 (8.3%)

2021-2022: Hispanic – 11 (7.9%)

2020-2021: Hispanic – 10 (7.9%)

2022-2023: Native Hawaiian-Pacific Islander – \*

2021-2022: Native Hawaiian-Pacific Islander – \*

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 64 (44.1%)  
2021-2022: White – 69 (49.3%)  
2020-2021: White – 64 (50.4%)

2022-2023: Two-or-more – 13 (9.0%)  
2021-2022: Two-or-more – 15 (10.7%)  
2020-2021: Two-or-more – 14 (11.0%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Additional Student Information:**

2022-2023: At-Risk – 7 (4.8%)  
2021-2022: At-Risk – \*  
2020-2021: At-Risk – 5 (3.9%)

2022-2023: Economically Disadvantaged – 12 (8.3%)  
2021-2022: Economically Disadvantaged – 12 (8.6%)  
2020-2021: Economically Disadvantaged – \*

2022-2023: Emergent Bilingual/English Learner – 7 (4.8%)  
2021-2022: Emergent Bilingual/English Learner – \*  
2020-2021: Emergent Bilingual/English Learner – \*

2022-2023: Gifted and Talented – 137 (94.5%)  
2021-2022: Gifted and Talented – 137 (97.9%)  
2020-2021: Gifted and Talented – 123 (96.9%)

2022-2023: Homeless – 0 (0.0%)  
2021-2022: Homeless – 0 (0.0%)  
2020-2021: Homeless – 0 (0.0%)

2022-2023: Immigrant – \*  
2021-2022: Immigrant – \*  
2020-2021: Immigrant – \*

2022-2023: Migrant – 0 (0.0%)  
2021-2022: Migrant – 0 (0.0%)  
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – \*

2021-2022: Special Education – \*

2020-2021: Special Education – \*

Source: *PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

#### **Attendance Rates:**

2020-2021: 98.6%

2019-2020: 99.4%

Source: *2021-2022 Texas Academic Performance Report (TAPR)*

#### **Chronic Absenteeism:**

2020-2021: 0.0%

2019-2020: 0.8%

Source: *2021-2022 Texas Academic Performance Report (TAPR)*

### **Demographics Strengths**

**Demographic Strengths** (*examples listed below, please identify and list at least 3 strengths in Plan4Learning*)

1. **Student enrollment growing:** SBAI continues to attract students from all over. As a school that serves the needs of highly gifted children, some of our students come from the private school sector, as well as other states. SBAI has a growing waitlist of 27 students as more families choose the world-class education delivered at SBAI.
2. **Our special programs align with the needs of our students.** As the only public K-12 school of its kind, SBAI exists to meet the academic and non-academic needs of highly gifted children. Many families come to SBAI because typical schools do not meet the academic needs of their children.
3. **Students from various cultures learn and work together.** SBAI brings together families from a broad variety of communities. Because of its small size, SBAI very much has a family feel, and the connectedness families have with the school strengthens the overall community.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Although SBAI is not involved in the identification of its highly gifted students, it would be in everyone's interest if SBAI had more socioeconomic diversity.

**Root Cause:** The testing for highly gifted is not always casting a wide net to catch more highly gifted children. Families of lesser financial means cannot afford the private testing that other families present to help their child qualify.

**Problem Statement 2:** Although SBAI is not involved in the identification of its highly gifted students, SBAI's cultural diversity can be expanded. **Root Cause:** The testing for highly gifted is not always casting a wide net to catch more highly gifted children of different cultures. Such families may not be aware of the services provided by SBAI to highly gifted children.

# Student Achievement

## Student Achievement Summary

Spring Branch Academic Institute implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

### **Below is a summary of the STAAR Reading passing rates:**

2022: 3rd Grade Reading - 100% Approaches; 100% Meets; 100% Masters

2021: 3rd Grade Reading - 100% Approaches; 100% Meets; 90% Masters

2022: 4th Grade Reading - 100% Approaches; 93% Meets; 80% Masters

2021: 4th Grade Reading - 100% Approaches; 100% Meets; 79% Masters

2022: 5th Grade Reading - 100% Approaches; 100% Meets; 94% Masters

2021: 5th Grade Reading - 100% Approaches; 100% Meets; 94% Masters

2022: 6th Grade Reading - 100% Approaches; 100% Meets; 100% Masters

2021: 6th Grade Reading - *NA* Approaches; *NA* Meets; *NA* Masters

2022: 7th Grade Reading - 100% Approaches; 100% Meets; 100% Masters

2021: 7th Grade Reading - 100% Approaches; 100% Meets; 38% Masters

2022: 8th Grade Reading - 100% Approaches; 100% Meets; 94% Masters

2021: 8th Grade Reading - 100% Approaches; 100% Meets; 84% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

*\* Indicates results are masked due to small numbers to protect student confidentiality*

*NA Indicates there are no students in the group*

### **Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:**

2022: SPED All Grades Reading - \* Approaches; \* Meets; \* Masters

2021: SPED All Grades Reading - *NA* Approaches; *NA* Meets; *NA* Masters

2022: EB/EL All Grades Reading - 100% Approaches; 100% Meets; 100% Masters

2021: EB/EL All Grades Reading - 100% Approaches; 100% Meets; 80% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

*\* Indicates results are masked due to small numbers to protect student confidentiality*

*NA Indicates there are no students in the group*



**Below is a summary of the STAAR Mathematics passing rates:**

2022: 3rd Grade Mathematics - 100% Approaches; 100% Meets; 100% Masters  
2021: 3rd Grade Mathematics - \* Approaches; \* Meets; \* Masters

2022: 4th Grade Mathematics - 100% Approaches; 100% Meets; 90% Masters  
2021: 4th Grade Mathematics - 100% Approaches; 100% Meets; 100% Masters

2022: 5th Grade Mathematics - 100% Approaches; 92% Meets; 75% Masters  
2021: 5th Grade Mathematics - 100% Approaches; 100% Meets; 100% Masters

2022: 6th Grade Mathematics - 100% Approaches; 100% Meets; 100% Masters  
2021: 6th Grade Mathematics - 100% Approaches; 100% Meets; 100% Masters

2022: 7th Grade Mathematics - 100% Approaches; 100% Meets; 100% Masters  
2021: 7th Grade Mathematics - 100% Approaches; 100% Meets; 90% Masters

2022: 8th Grade Mathematics - 100% Approaches; 100% Meets; 80% Masters  
2021: 8th Grade Mathematics - 100% Approaches; 100% Meets; 88% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

*\* Indicates results are masked due to small numbers to protect student confidentiality*

**Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:**

2022: SPED All Grades Mathematics - \* Approaches; \* Meets; \* Masters  
2021: SPED All Grades Mathematics - NA Approaches; NA Meets; NA Masters

2022: EB/EL All Grades Mathematics - 100% Approaches; 100% Meets; 100% Masters  
2021: EB/EL All Grades Mathematics - 100% Approaches; 100% Meets; 100% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

*\* Indicates results are masked due to small numbers to protect student confidentiality*

*NA Indicates there are no students in the group*

**Below is a summary of the End of Course (EOC) STAAR passing rates:**

2022: End of Course English I - 100% Approaches; 100% Meets; 57% Masters  
2021: End of Course English I - 100% Approaches; 100% Meets; 100% Masters

2022: End of Course English II - 100% Approaches; 100% Meets; 75% Masters  
2021: End of Course English II - 100% Approaches; 100% Meets; 82% Masters

2022: End of Course Algebra I - 100% Approaches; 100% Meets; 100% Masters  
2021: End of Course Algebra I - 100% Approaches; 100% Meets; 91% Masters

2022: End of Course Biology - 100% Approaches; 100% Meets; 94% Masters  
2021: End of Course Biology - 100% Approaches; 100% Meets; 73% Masters

2022: End of Course U.S. History - 100% Approaches; 100% Meets; 100% Masters

2021: End of Course U.S. History - 100% Approaches; 100% Meets; 100% Masters  
*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Below is a summary of the EOC STAAR passing rates for SPED and EB/EL:**

2022: SPED All Grades All Subjects - \* Approaches; \* Meets; \* Masters

2021: SPED All Grades All Subjects - *NA* Approaches; *NA* Meets; *NA* Masters

2022: EB/EL All Grades All Subjects - 100% Approaches; 100% Meets; 96% Masters

2021: EB/EL All Grades All Subjects - 96% Approaches; 96% Meets; 88% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

*\* Indicates results are masked due to small numbers to protect student confidentiality*

*NA Indicates there are no students in the group*

**Average SAT Scores:**

2021: Evidence-Based Reading and Writing (EBRW) *NA*

2020: Evidence-Based Reading and Writing (EBRW) *NA*

2021: Mathematics *NA*

2020: Mathematics *NA*

*Source: Annual Graduates, 2021-2022 Texas Academic Performance Report (TAPR)*

*NA Indicates there are no students in the group*

**Student Achievement Strengths**

**Three student achievement strengths at SBAI are:**

1. Elementary, middle, and high school students made gains as measured by the state assessment STAAR.
2. Our school earned all available distinction(s)
3. SBAI maintained an A rating in the TEA system.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** A challenge at SBAI is ensuring that all students who earned Masters, continue to perform at the Masters level. **Root Cause:** SBAI is a school for highly gifted students. As such, students have the potential for high academic achievement, and achieving Masters on STAAR is one way to demonstrate that.

**Problem Statement 2:** Although the SBAI admission standards indicate students should be reading at least two grade levels ahead of their age, there are a few students who do not meet this standard. **Root Cause:** Some of the students who do not meet this standard are emergent bilingual learners.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Spring Branch Academic Institute to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

### Teacher by years of experience:

2022-2023: Beginning – 0 FTE (0.0%)

2021-2022: Beginning – 1.4 FTE (3.8%)

2020-2021: Beginning – 1.1 FTE (3.5%)

2022-2023: 1-5 Years – 7.9 FTE (21.2%)

2021-2022: 1-5 Years – 5.3 FTE (14.2%)

2020-2021: 1-5 Years – 2.1 FTE (6.7%)

2022-2023: 6-10 Years – 7.8 FTE (21.0%)

2021-2022: 6-10 Years – 10.4 FTE (27.9%)

2020-2021: 6-10 Years – 12.9 FTE (41.1%)

2022-2023: 11-20 Years – 14.5 FTE (39.0%)

2021-2022: 11-20 Years – 15.5 FTE (41.6%)

2020-2021: 11-20 Years – 11.4 FTE (36.3%)

2022-2023: Over 20 Years – 7.0 FTE (18.8%)

2021-2022: Over 20 Years – 4.8 FTE (12.9%)

2020-2021: Over 20 Years – 3.9 FTE (12.4%)

2022-2023: Total – 37.2 FTE (100%)

2021-2022: Total – 37.3 FTE (100%)

2020-2021: Total – 31.4 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

## Staff Recruitment and Retention Strengths

### 3 Strengths for Staff Recruitment and Retention:

1. The staff members at SBAI are passionate about the education of gifted students. Since this is a school with a very specialized population, this is important.
2. The staff members at SBAI regularly receive training specific to working with the Gifted and Talented population. This allows them to better meet the needs of the highly gifted learners.
3. The staff members at SBAI are happy and stay working at SBAI. The school climate is positive, and this contributes to the retention of staff members.

### **Problem Statements Identifying Staff Recruitment and Retention Needs**

**Problem Statement 1:** The team at SBAI is a cohesive, collaborative group. How do we ensure we keep them and retain them at SBAI? **Root Cause:** With the growing lack of support from the State of Texas, many teachers are feeling that they no longer want to be a part of a system that does not value them and is actively working against them.

**Problem Statement 2:** As SBAI continues to expand, how do we attract the most qualified individuals who are passionate about working with gifted children? **Root Cause:** There are not an abundance of people who are specifically trained in working with gifted children.

# Family and Community Engagement

## Family and Community Engagement Summary

### FAMILY ENGAGEMENT

Spring Branch Academic Institute provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

### COMMUNITY ENGAGEMENT

Spring Branch Academic Institute works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

## Family and Community Engagement Strengths

### 3 Strengths of Family and Community Engagement:

1. SBAI is made up of people from all over the Spring Branch school district. It also attracts people from the private school sector. This brings in additional students to the district.
2. The parents of SBAI have many professional talents, and the school leverages those talents through career awareness events at school. This also allows parents the opportunity to be engaged at school.
3. Parents are partners in their child's education. There are multiple ways for them to stay engaged in school, including volunteering for lunch and recess supervision, Science Fair, World History Expo, study trips, and other school events.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** How do we ensure SBAI families are meaningfully engaged in their child's education? **Root Cause:** Due to various commitments, some families are not able to stay as engaged in their child's education.

**Problem Statement 2:** While SBAI continues to provide various ways to engage SBAI parents, like our Problem-Based Learning unit this year, what other units can we provide our students to ensure we are leveraging our parents' expertise? **Root Cause:** SBAI parents have many different backgrounds and talents that can be used in the classroom. We many not know all of the ways they can be leveraged at school.

# Goals

**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 2024, Spring Branch Academic Institute will have a 100% passing rate on STAAR Redesign exams and will increase student performance at the masters level in reading and math by at least 1 percentage point 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 8 or 9.

STAAR Redesign Results (All Levels):

2022-23 (Baseline Year)

Reading (Gr. 3-English 2): 100% (approaches), 100% (meets), 93% (masters);

Math (Gr 3- Algebra) : 100% (approaches), 100% (meets), 97% (masters)

Iowa Assessments Results (Elementary and Middle school):

2022-23: 65% Elementary 39/60 9s; 94% Secondary 34/36 9s; 76% Total (73/96)

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

**Evaluation Data Sources:** 2023 Texas Academic Performance Report (TAPR), Iowa Assessment scores

## Strategy 1 Details

**Strategy 1:** Student schedules for ELA, math, science and social studies reflect appropriately challenging academic content and include both acceleration and depth and complexity.

**Strategy's Expected Result/Impact:** Students will be appropriately challenged and make academic growth.

**Staff Responsible for Monitoring:** All teachers.

## Strategy 2 Details

**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, IXL, Mentoring Minds, Smithsonian science kits, History Alive, classroom libraries, and magazines.

Flexible small groups for acceleration and intervention are in place.

**Strategy's Expected Result/Impact:** Lessons that demonstrate use of appropriate GT curriculum

Flexible and fluid movement for individualized curriculum programming

Improved assessment results

**Staff Responsible for Monitoring:** Administration

Teachers

### Strategy 3 Details

**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.

**Strategy's Expected Result/Impact:** Students will continue to make academic growth and develop their potential.

**Staff Responsible for Monitoring:** Administration  
Teachers

### Strategy 4 Details

**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.

**Strategy's Expected Result/Impact:** Students will engage in opportunities that expand their learning and actively engage them in collaborative skills for the workplace.

**Staff Responsible for Monitoring:** Administration  
Teachers

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

**Performance Objective 2: STUDENT GROWTH:** Spring Branch Academic Institute will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 1 percentage point or  $\geq$  to 85%.

2022-23: School Progress-Annual Growth: 95% (Reading); 97% (Math)

**Evaluation Data Sources:** 2023 TAPR

Strategy 1 Details
<p><b>Strategy 1:</b> The SBAI counselor and teachers will pull MAP data to target TEKS gaps and address those during instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The targeted approach will allow our children to fill in the gaps and increase their academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers</p>



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

**Performance Objective 3: CLOSING THE GAPS:** By June 2024, Spring Branch Academic Institute will continue to meet or exceed all academic achievement indicators in the redesigned closing the gaps domain.

2022-23: 32 of 32 Academic Achievement Points Met; 100% Component Points (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools

Strategy 1 Details
<p><b>Strategy 1:</b> The SBAI team will leverage the PLC process to ensure all students are on target to meeting all TEKS and ensure gaps are being closed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will continue making academic growth.</p>

**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 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 100% (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools

Strategy 1 Details
<p><b>Strategy 1:</b> SBAI will identify our Emergent Bilingual learners early and give them targeted interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Levels of English proficiency will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p>

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

**Performance Objective 5: COLLEGE AND CAREER READINESS BENCHMARK:** By June 2024, Spring Branch Academic Institute Middle School students will meet the college and career readiness benchmarks in Evidence-based reading and writing (ERW) and mathematics on the PSAT 8.

2022-23: 100% Met ERW; 100% Met Mathematics; 100% Met Both

**Evaluation Data Sources:** PSAT 8 (Grade 8)

Strategy 1 Details
<p><b>Strategy 1:</b> Every SBAI secondary student will meet with counselor to ensure CCMR readiness is being met.</p> <p><b>Strategy's Expected Result/Impact:</b> All students at SBAI will meet CCMR readiness standards.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrator</p>

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

**Performance Objective 6: ADVANCED COURSES:** Spring Branch Academic Institute will continue to provide advanced courses, programs, and internships beyond the traditional high school offerings.

High School

Fall 2023: 47 students enrolled in one or more Dual Credit/Dual Enrollment/Advanced Placement courses

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 2023: All 42 students enrolled in one or more advanced courses.

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. 2022: 1246 (9 students)

Oct. 2021: 1284 (17 students)

Oct. 2020: 1238 (10 students)

**Evaluation Data Sources:** Naviance reports

Strategy 1 Details
<p><b>Strategy 1:</b> Ensure all SBAI secondary students are selecting appropriately challenging courses.</p> <p><b>Strategy's Expected Result/Impact:</b> SBAI students will be challenged appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrators</p>

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

**Performance Objective 7: COLLEGE, CAREER, MILITARY READINESS (CCMR):** By June 2024, Spring Branch Academic Institute graduates will achieve College, Career, Military Readiness status.

Class of 2022: 100% of graduates met CCMR indicator

**Evaluation Data Sources:** 2023 TAPR

Strategy 1 Details
<p><b>Strategy 1:</b> Every SBAI secondary student will meet with counselor to ensure CCMR readiness is being met.</p> <p><b>Strategy's Expected Result/Impact:</b> All students at SBAI will meet CCMR readiness standards.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrators</p>

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

**Performance Objective 8: GRADUATION:** Spring Branch Academic Institute will maintain a 4-year graduation rate of 100%.

**Evaluation Data Sources:** 2023 TAPR

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Every 12th grader will work with the counselor in ensuring all college application materials are submitted on a timely basis, and deadlines are met.</p> <p><b>Strategy's Expected Result/Impact:</b> Every SBAI senior will apply to colleges and report their progress to the counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrator</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Every SBAI 9th, 10th, and 11th grader will have a one-on-one meeting with the counselor to ensure they are on track in their academic coursework.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be on track to completing high school, and applying to colleges.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrators</p>

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

**Performance Objective 9: POST-SECONDARY ENROLLMENT:** For the graduating class, 100% of Spring Branch Academic Institute graduates will have enrolled successfully in a post-secondary option (T-2-4).

Class of 2022: 100% enrolled in fall following graduation

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

Strategy 1 Details
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> SBAI graduates will be more likely to enroll in post-secondary options.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrators</p>

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

**Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2024, 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

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Staff members will contribute to the growth of Core Characteristics terminology at SBAI.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> SBAI teachers will embed the specific Core Characteristics in their lessons and reiterate the terms with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn from live examples of the Core Characteristics, thus building their foundational knowledge and understanding of these terms in themselves.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration</p>



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

**Performance Objective 2: INTERVENTIONS:** By June 2024, Spring Branch Academic Institute will implement TIER interventions with students identified as needing academic or behavioral supports.

**Evaluation Data Sources:** Multiple measures

Strategy 1 Details
<p><b>Strategy 1:</b> The rigorous PLC process at SBAI is the mechanism that drives this work forward.</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling students will be identified and supported.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor Teachers</p>

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

**Performance Objective 3: POST-SECONDARY PLANNING:** Spring Branch Academic Institute students will engage in activities that will prepare them to meet graduation requirements and pursue a viable post-secondary outcome.

**Evaluation Data Sources:** Naviance Reports, Skyward Reports

Strategy 1 Details
<p><b>Strategy 1:</b> 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study. <b>Strategy's Expected Result/Impact:</b> Students will determine if they want to pursue a career and technical opportunity. <b>Staff Responsible for Monitoring:</b> Administrators Counselors</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students will learn about these career opportunities for paths to gainful employment. <b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Students will complete a course selection process aligned to their career and endorsement path for their high school years. <b>Strategy's Expected Result/Impact:</b> All students will have a full schedule of courses selected for 9th grade, and a clear pathway for their high school years. <b>Staff Responsible for Monitoring:</b> Administrators Counselors</p>
Strategy 4 Details
<p><b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students will have a clear pathway to graduation, and are prepared to apply to college. <b>Staff Responsible for Monitoring:</b> Administrators Counselor</p>

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

**Performance Objective 4: STUDENT ATTENDANCE:** By June 2024, student attendance at Spring Branch Academic Institute will increase or will be  $\geq$  98%.

**Evaluation Data Sources:** Skyward data, TAPR

Strategy 1 Details
<p><b>Strategy 1:</b> The weekly newsletters will reiterate the importance of punctuality and regular attendance to build good lifelong habits.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have a better understanding of the importance of getting their children to school on time.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The SBAI attendance officer will monitor consistently absent students and communicate with families about improving student attendance</p> <p><b>Strategy's Expected Result/Impact:</b> Students will attend school more regularly.</p> <p><b>Staff Responsible for Monitoring:</b> SBAI Attendance Officer Teachers Administrators</p>

**Goal 3: SAFE SCHOOLS.** Spring Branch Academic Institute will ensure a safe and secure learning 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
<p><b>Strategy 1:</b> SBAI students and parents sign a Commitment to Attend SBAI document that ensures they follow procedures and behavioral expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> This ensures SBAI maintains a safe environment which is conducive to learning.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>

**Goal 3: SAFE SCHOOLS.** Spring Branch Academic Institute will ensure a safe and secure learning 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 and calendar

Strategy 1 Details
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<b>Strategy 1:</b> CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.
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<b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.
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<b>Staff Responsible for Monitoring:</b> Administrators
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Strategy 2 Details
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<b>Strategy 2:</b> Participate in campus safety audit.
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<b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.
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<b>Staff Responsible for Monitoring:</b> Administrators
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**Goal 3: SAFE SCHOOLS.** Spring Branch Academic Institute will ensure a safe and secure learning environment.

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

**Evaluation Data Sources:** Campus emergency operation procedures documents

Strategy 1 Details
<p><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators</p>
Strategy 2 Details
<p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>

**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
<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant</p>

# Campus Funding Summary

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$174,750.00
<b>+/- Difference</b>					\$174,750.00
<b>Grand Total Budgeted</b>					\$174,750.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$174,750.00