Spring Branch Independent School District

Spring Branch Elementary School

2018-2019 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

The Vision Statement of Spring Branch Elementary is as follows:

Literacy

Engages

Authenticates &

Prepares

Value Statement

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

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

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Summary

At SBE, we are aware that in order for children to learn, they need to be engaged. This engagement is based on 4 primary relationships: relationships with peers; relationship with self; relationships with teachers; and relationship with the content (Eric Jensen, 2008). We also are aware that relationships affect brain development (Eric Jensen, 2013). Thus, our staff trainings include the latest brain research (Linda Jordan, ICLE); the review of Love and Logic skills; and how to conduct a classroom morning meeting.

At SBE, we further understand that the 4 primary relationships are important for us as adults engaged in teaching/learning, so we strive to practice with each other what we practice with the children. Seemingly simple activities such as greeting each other are of great importance at our school. Celebrating and recognizing successes is also of great importance. We have school-wide "Class Compliments" which encourage teachers and students to compliment classes for walking respectfully in the hallway, for example. For each compliment received, the class earns a letter to spell the words "Class Compliment." After earning the letters to spell both words, the class is recognized during morning announcements. Morning announcements set the tone for the day. The principal shares messages from Announcing...Goal of the Week! which is a year-long program that includes monthly character education topics, weekly goals, daily announcements and daily teacher-led 3-5 minute mini-lessons. These topics may be carried over into the class's morning meeting which sets the tone for the day in the classroom.

Parents and visitors to our school often share how the children seem happy and empowered at SBE. One mother shared that her children have expressed how well they are treated not only in the classroom, but also in the hallways, cafeteria, and office. This parent also noted that she and her children perceive a collegiality between the staff in the school.

At SBE, we know that to succeed we need to work as a team. The administration considers teacher, parent, and staff input via its open-door policy. The administration constantly consults with grade level teams, the C.I.T., and the P.T.A. Teacher expertise and knowledge is respected and valued. Teachers are encouraged to be leaders and trainers at our school. The teachers have the opportunity to have a "brown bag lunch" with the principal to informally share ideas. The parents are invited to the montly "Coffee with the Principal" to hear about events at the school and share ideas as well as concerns.

At SBE, we know that consistent quality teaching eliminates the gap between under-resourced learners and resourced learners. We are committed to working hard and going the extra mile whenever necessary. At the Student Support Committee (SSC meetings), teachers, administrators and other professional staff put their heads together to create a plan that will eliminate barriers to learning and meet academic, social and emotional needs. Our Care Coach, Erin Kolpek, works closely with the counselor, CIS social worker and teachers to implement tier 2 behavior interventions to constructively address behavior issues and reduce discpline referrals.

At SBE, we know that we need to take care of each other and ourselves in order to prevent burnout. Our Sunshine Club led by teachers from each grade level plans fellowship activities every month. Our CSHAC, through our health fitness teacher, has created a fitness circuit around the school to provide teachers with an easily accessible opportunity to excercise.

There is a direct correlation between our school culture and both our mission (collaborating to engage students in authentic education) and values (safety,

nurturing positive relationships, effort, empathy, respect, support of each other). Students, parents and community feel welcome, safe and cared for at our school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Summary
At SBE recruitment starts early in the spring in order retain high quality staff for the fall. Only seven staff had to be replaced for this school year. In addition, four interventionists and one additional iCoach were hired. Currently, SBE has an interventionist for grades K - 1, 2-3, 4-5. There is an ESL interventionist. There are two iCoaches one for language arts/social studies and one for math/science. The interventionists and iCoaches plan with teachers, access resources and work with tier II and tier III individual students and/or groups.   High-
quality teachers are invited to participate in leadership roles such as applying to serve on the Campus Improvement Team (C.I.T.). The CIT worked tirelessly on the Reconstitution Plan which was approved by the board and includes unique strategies such as the extension of the school day. The teachers' professional development is encouraged by sponsoring their attendance at teaching/learning conferences such as the ASCD Conference, Early Literacty Summit at Rice University, and IPad Palooza, for example.
At the beginning of this school year, SBE offered its teachers their very own Professional Institute. Instead of sending a small group of teachers to a conference, the school brought the presenters from the conferences to the teachers. Highly regarded presenters from the ICLE (International Center for Leadership in Education) and Seidlitz shared their expertise with the teachers and paraprofessionals.
In addition to professional development, the school also has an institutional membership to ASCD providing the administrators and grade levels with the latest information on research-based instructional strategies.
Teachers are also provided with the opportunity to plan as a grade level team with the administrators during "ILT Time" which is a bi-weekly extended planning period. During this time, teachers and administrators review data and prioritize objectives and strategies. In addition, necessary professional development may be offered, i.e. how to develop common assessments or how to keep guided reading anecdotal records. New teachers are assigned a mentor for extra support.
Both the intervention staff and special education staff is highly experienced in the identification and evaluation of children with special needs resulting in the efficient and timely access to appropriate services for these students. In addition, this staff is highly versed in the teaching strategies that make the curriculum accessible to these children, so they may experience success.   Para-professional staff is trained in teaching/learning practices with the teachers.
The administration's policy is to hire best person for the position. This may take time, but is of utmost importance. The hiring committee includes several school staff, who ask pre-planned questions and share the school's needs and expectations. References are always checked.
Teachers in need of assistance are identified via administrator walk-throughs/observations; student data, and SSC (Student Support Committee) participation. Identified teachers are provided with the support of either the I-
Coach, an Interventionist, or district lead personnel. Support includes, but is not limited to ongoing and consistent: whole group lesson planning; guided readi up; lesson modeling (whole group and small group); lesson
observation and feedback; implementation of behavior management strategies; provision of instructional materials; and implementation of individualized intervention plans.   Staff Quality, Recruitment, and Retention Strengths SBE staff is highly qualified in research-based best practices--
especially differentiation such as the use of: workstations; small group intervention; and
guided reading. Another best practice is the creation, administration and review of common assessments. New staff demonstrate a steep learning curve in incorporating these best practices. Another strength is the willingness of the teachers and staff to work together--valuing and respecting each other's ideas. Paraprofessionals are solely dedicated to working with children. They follow the teacher's lesson plan and document the children's progress using

anecdotal records.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At the beginning of the school year, each teacher is provided a holistic data overview that highlights each students' Math, Reading, and DRA scores from the previous year. The holistic data overview also indicates whether the student receives special education services, or is an English Language Learner (ELL). This pertinent information affords the teachers an opportunity to be more proactive in planning for their instruction. The teachers meet to plan at least once a week with their grade level team. In addition, the teachers have weekly extended planning time to meet as a grade level team with the instructional leadership team to analyze data and plan instruction during PLCs. During these meetings the district road maps and instructional resources are also reviewed. Our school has found that the district pacing and sequence of objectives does not always meet each of our students' particular needs. Thus, the teachers prioritize objectives, and cluster them in ways that make more sense for curriculum integration. Utilizing the backwards design model the teachers collaborate with the interventionists to create common assessments. The data gathered from these common and formative assessments helps the teachers to adjust instruction and plan differentiated lessons and activities for intervention groups. During PLCs teachers are given an opportunity to share best practices that resulted in students mastering specific content TEKS, and they are also given the opportunity to reflect on prior lessons in which the students weren't able to reach mastery in order to make the necessary adjustments to future lessons.

During lesson planning sessions the teachers utilize the Rigor and Relevance Flip Book created by SBE staff using the effective strategies developed by the International Center for Leadership and Education. The flip book enables teachers to plan lessons that address all four of the rigor and relevance quadrants. The goal is to arrive at quadrant D, which is the adaptation of knowledge and skills to create unique solutions to real-world problems and take action. When planning individual lessons, teachers consider our school-wide initiative of providing students with personalized learning experiences. This is critical when working with student from lower socio-economic backgrounds, which may have limited English proficiency, or oral language proficiency in their native language.

Instruction at SBE is centered on providing students with personalized learning experiences using the Guided Math, Teachers College Reading Writing Project, Discovery Education, and STEMscopes models. The teachers form intervention groups based on data gathered from common assessment, district benchmarks, and DRA/EDL scores. The teachers create schedules for small groups according to student instructional needs using a weekly rotation schedule. Using the aforementioned schedule some small groups will be seen more often than others. While the teacher is working with small groups, the other students in the class are engaged in personalized learning activities ranging from the use of innovative adaptive learning technology to practicing balanced literacy components and strategies that are catered to their specific instructional needs.

In an effort to promote student agency and reflection students who have not been successful on common assessments are given the opportunity to re-test after small group instruction. Teachers also conference with their students to help them set goals for their learning. For example, in reading each student is aware of his reading level and how to select books that will help him advance to the next reading level. The principal also meets with individual students in 3rd, 4th, and 5th grades after their corresponding benchmarks to review results and to set goals.

Curriculum, Instruction, and Assessment Strengths

One of SBE's strengths is that there are effective systems in place that provide the data necessary for teachers to effectively plan personalized learning experiences for their students. SBE teachers and the instructional leadership team are afforded frequent opportunities to collaborate and plan rigorous and engaging lessons and activities that are catered to the students' individual instructional needs. Another significant strength is that there is a significant use of efficacious tools used for planning such as the backward design template to create common assessments; and the use of the Rigor and Relevance Flipbook to ensure that instruction is targeting quadrant D.

The program Teacher College Reading and Writing is another SBE strength. It has been implemented in grades K-2nd with strict fidelity according to its components and schedule. The results show a more positive attitude by the students towards reading. The students can choose books according to their reading level and feel comfortable reading for greater than 20 minutes.

Technology

Technology Summary

At SBE, our campus expectations for technology are communication and personalized learning for students and staff. As part of campus and district goals we are implementing the itslearning platform. We will use technology to support our campus goals which are language development, rigor and student agency. Although technology can be used in many ways, we believe in the use of technology for communication and collaborative creative projects. For the 2018-2019 school year, 50% of our students and teachers will use itslearning to facilitate meaningful personalized learning.

Currently, all teachers have access to technology in their classrooms. Kinder and first grade classrooms have 8 iPad minis, second grade classrooms have 12 Chromebooks in each classroom and third through fifth grade classrooms have 1:1 iPads in each classroom. Additionally, Kindergarten teachers have projectors and document cameras in their classrooms and first through fifth grade classrooms have an activboard and a document camera.

The library is also equipped with technology. It currently has an activboard and document camera, 6 desktops, 30 iPads, a Makerspace area with Bee-Bots, Spheros, Cublets, Arduino kits, Dash and Dot robots, littleBits, Raspberry Pi, Makey Makey and Bloxels, and a broadcasting studio.

With the addition of 40 new Chromebooks and 104 new iPads, several additional classrooms will also become 1:1.

Technology Strengths

At SBE technology is used in a variety of ways including information gathering, assessment, and personalized learning. Teachers can access the curriculum to address students needs at each grade level. Through the use of assessments teachers are also able to gather information from individual assessments to provide individualized support in reading, math and science. Both teachers and students have access to library resources for research in academic areas and to supplement the curriculum.

Currently technology is available for students to use during class and in the library during weekly family library nights. Technology is also available for parents to use during that time.

Some teachers at SBE have used the technology for communication and creative purposes including applications such as Google Classroom, Edmodo, MyStorybook, iMovie, and do ink green screen and animation. Applications and instructional materials used by the campus have been evaluated for appropriateness and accuracy by either the State, District, and/or professional associations such as AASL and others.

Problem Statements Identifying Technology Needs

Problem Statement 1: 20% of teachers & staff will be using ItsLearning in their daily lessons/curriculum **Root Cause**: Professional Development offered on Campus was not provided with rigor and relevance

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Performance Objective 1: By June 2019, at least 50% of third, fourth and fifth grade students will meet or exceed growth expectations in math compared to 38% in the 2018 EOY MAP results and at least 50% growth in reading compared to the 35% in the 2018 EOY MAP results.
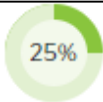
> **Evaluation Data Source(s) 1:** MAP baseline data was:
> EOY Math = 38%
> EOY Reading = 35%
>
> **Summative Evaluation 1:**

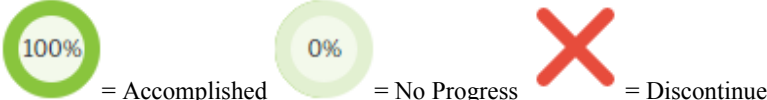| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Adjusted campus scheduling, enhanced PLC and lesson planning expectations in order to enhance the quality of small group instruction and intervention. Staff will be provided with training on how to create math and reading groups according to end of the year MAP data. Progression of MAP data will be monitored through campus based assessments. Data conferences will be conducted after each test administration. Professional learning community meetings will be geared towards personalized learning.	2.4, 2.5, 2.6	ILT TEAM	50% of 3rd-5th grade students will meet or exceed growth expectations on math MAP. 50% of 3rd-5th grade students will meet or exceed growth expectations on reading MAP.			
2) Provide after school tutorials and Saturday Camps to meet the diverse needs of students in grades K-5 to ensure mastery of grade level and advanced TEKS.		Teachers Interventionists				12%
Funding Sources: 211 - Title I, Part A - 10000.00						

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Hire Lead Math Interventionist, Bilingual ELA Interventionist, LEP Assistant and Substitutes to provide coaching and planning time for teachers, and to provide assistance for students struggling in Math and Reading.	Interventionists, LEP Assistant	Increased CGI growth on MAP Reading and Math, Increased student achievement on classroom assessments	25%
	Funding Sources: 211 - Title I, Part A - 157253.00		
4) Utilize instructional supplies and materials for students who are struggling to meet CGI in MAP, STAAR and grade level Priority Standards.	Principal, Interventionists, Assistant Principal		
	Funding Sources: 211 - Title I, Part A - 10125.00		
	100% = Accomplished 0% = No Progress ✗ = Discontinue		

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

Performance Objective 1: By June 2019, at least 65% of 3rd-5th graders will respond favorably in the School Climate topic and the School Safety topic of the Panorama survey while keeping all other areas at a 60% favorable response.

> **Evaluation Data Source(s) 1:** End of year Panorama survey data

> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Incorporate the use of a Positive Change Space, Student Behavior Progress Folders, and The One Kind Word program into the SBE Discipline Management Plan to limit disruptive behavior that has the potential to impede the learning process! Utilize the Teaching Tolerance activities during Classroom Community Circles and during the Specials Intervention Block to address bullying issues.		Mrs. Patricia Romano Mrs. Ninette Gonzales Mrs. Ana Medrano	Discipline referrals will decrease by 5% at the end of the 2018-2019 school year.			
2) Train all teachers in Project CLASS social skills program and utilize these skills to develop appropriate interactions between students and teachers.		Principal Assistant Principal Teachers Project CLASS Liaison	65% favorable response on Panorama Survey in the areas of School Climate and School Safety			
	Funding Sources: 211 - Title I, Part A - 5000.00					
100% = Accomplished 0% = No Progress ✗ = Discontinue						

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

Performance Objective 1: By June 2019, at least 25% of all 3rd-5th grade students will make the "Meets" standard on the Reading and Math STAAR, and/or at least 15% of SBE students will perform at post secondary ready levels on MAP (66-77th percentile reading, 70-84th percentile math) in 3rd, 4th and 5th grades.

Evaluation Data Source(s) 1: STAAR Reading and Math "Meets" percentage and Post Secondary Levels on MAP Reading and Math and Common Assessments.
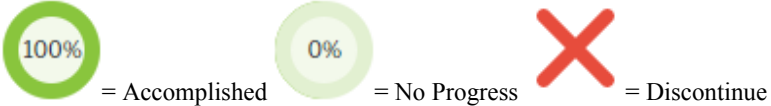
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) 1) Provide Project Based Learning activities for students K-5 in content areas		Master Classroom Leader Interventionists Team Leaders	STAAR "Meets" results 3rd-5th Grade Level Progress in Reading and Math Identified GT students Student Agency/Student Progress Folders and MAP Post Secondaary results in Reading and Math			
2) 2) Provide educational field trips for SBE students to enhance real world opportunities to increase knowledge in all content areas		Principal Assistant Principal Team Leaders	Master Calendar Field Trip Requests Student Journals			
Funding Sources: 211 - Title I, Part A - 6061.00, 199 PIC 11 - Instructional Services - 3000.00						
3) Attend Professional Development sessions and conferences to keep abreast of the latest programs and strategies for rigorous instruction to advance learners in content areas.		Principal Assistant Principal Interventionists	Increase students at "Meets" Level in STAAR Math and Reading to 25% and MAP Post Secondary Levels to 15% in Reading and Math			
Funding Sources: 211 - Title I, Part A - 12500.00, 199 PIC 11 - Instructional Services - 750.00						
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

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

Performance Objective 1: By June 2019, SBE will close existing achievement gaps by at least 5% in the English Language Learners and Special Education groups while all performance improves.

> **Evaluation Data Source(s) 1:** District Benchmarks
> MAP Reading and Math growth report
> Campus Common Assessments
> STAAR Reading and Math percentages
>
> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide learning opportunities for SBE students 3-5 where students have choice to demonstrate their learning (choice boards using use of proficiency scales, menu boards with strategically placed assignments) Small group instruction and flexible intervention grouping during the school day for all SBE students with a focus on providing support to ELL and SE student groups.	2.4, 2.6	Mrs. Ana Medrano Mrs. Barbara Womac Mrs. Monica Guerrero Mrs. Cynthia Yzquierdo	The achievement gaps between the English Language Learners and Special Education will decrease by 5% at the end of the 2018-2019 school year.			
	100% = Accomplished	0% = No Progress	✖ = Discontinue			

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: 100% of campus expenditures, technology and human resources, will be used efficiently in compliance with state and local policies to meet campus CIP goals.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. (List programs to be evaluated. Include all programs receiving state or federal funds.)		Principal	STAAR Scores; DRA/EDL scores; TELPAS scores			
2) 2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction		Principal				
3) 3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) SEE GOALS 1,2,3,4 and 6.		Principal; Assistant Principal	STAAR Scores			

Critical Success Factors		Principal,CIS, Lead Mentor Coordinator	STAAR Scores, Student progress reports from software programs, Teacher Mentor Meetings documentation and Student Achievement data for new teachers			
CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) 4) TECHNOLOGY - Provide opportunities, inclusive of						
professional development, to build capacity of teachers, parents, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. Utilize reading and math software programs to personalize student learning K-5-iStation, Raz Kids, Dreambox, Think Through Math, or Achieve 3000, MAP Skills, etc.	Funding Sources: 211 - Title I, Part A - 12000.00					
5) 5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.) No Place for Hate Program Inner Peace Week Red Ribbon Week		Principal; CIS/Counselor	Parent attendance to events			

		Counselor, CSHAC, Teacher Leaders	Certificates of attendance; sign-in logs			
Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7						
6) 6) Provide professional development based on level of expertise and need in the following areas: Priority Schools Trainings * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic (Using this list, select those that apply to your campus and describe how they are implemented.) See PROFESSIONAL DEVELOPMENT SECTIONS in goals 1,2,3,4, and 6.						
Critical Success Factors CSF 1		Principal; Assistant Principal	DRA/ESL scores; STAAR Scores; TELPAS			
7) 7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.) Provide accommodation materials to be used in the general ed classrooms to assist SE students	Funding Sources: 199 PIC 23 - Special Education - 235.00					
8) 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.)		Principal	DRA/EDL scores; TELPAS scores;			

		Principal; Assistant Principal	DRA/EDL scores; TELPAS scores; STAAR scores			
9) 9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.)		Principal; Assistant Principal	DRA/EDL scores; TELPAS scores; STAAR scores			
10) 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) See TARGETED INTERVENTION STRATEGIES in goals 1,2,3,4, and 6.		Principal	DRA/EDL scores; TELPAS scores; STAAR scores			
11) 11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: supplies and materials for all STAAR tested areas, manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.) SEE TARGETED INTERVENTION STRATEGIES in Goals 1,2,3,4, and 6.		Principal	DRA/EDL scores; TELPAS scores; STAAR scores			
	Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 6760.00, 199 PIC 25 - ESL/Bilingual - 1750.00					

Critical Success Factors CSF 5 CSF 6 12) 12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships (Complete this activity by describing how you will meet this expectation on your campus.) Recruit Chapelwood mentors, PTA volunteers, and develop business partnerships in community, SBMSA, Re/Max, etc.		Principal; CIS	EDL/DRA scores; TELPAS scores; STAAR scores			
13) 13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) SEE PROFESSIONAL DEVELOPMENT STRATEGIES in Goals 1,2,3,4, and 6.		Principal; Assistant Principal	DRA/EDL scores; TELPAS scores; STAAR scores Region IV Certificates from Professional Development sessions			

Critical Success Factors CSF 3 CSF 7 14) 14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. Teachers K-5 will participate in after school planning sessions to plan for 9 weeks and/or units of study. Professional Development sessions on Balanced Literacy focused on Genres Teachers will participate in Project Class SEE DEVELOPMENT STRATEGIES in Goals 1,2,3,4, and 6.		Principal; Assistant Principal Interventionists District Content Leads	DRA/EDL scores; TELPAS scores; STAAR scores Agendas, Lesson Plans, Grade Level Planning minutes Judy Wallis Professional Development training sessions Project Class Professional Development training sessions			
Critical Success Factors CSF 3 CSF 7 15) 15) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.) Teachers will be assigned mentors who will meet with them weekly. All mentors and mentees will meet at the beginning of the year to receive training and expectations.		Principal; Assistant Principal	DRA/EDL scores; TELPAS scores; STAAR scores			
Critical Success Factors CSF 7 16) 16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.)		Principal	DRA/EDL scores; TELPAS scores; STAAR scores			

17) 17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.) SEE PROFESSIONAL DEVELOPMENT STRATEGIES IN Goals 1,2,3,4, and 6.		Principal	CIT Plan with programs Redesign Cohort			
Critical Success Factors CSF 5 CSF 6 18) 18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only. Other campuses may delete. (Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.) Parents will be invited to a "Kindergarten Round-Up" Day.		Principal, Counselor, Kinder teachers	Identification of new Kinder students and parents			
19) 19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. (Select at least one area of focus from the list and describe how you will implement this on your campus.) Provide coding and STEM activities.		Principal/GT Coordinator, MCL, Librarian, Interventionists	Increase of "Meets" and "Masters" level on STAAR Math and Reading			

Critical Success Factors CSF 1 CSF 4 CSF 6 20) 20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. Teachers will be trained on GT techniques to focus and push our Advanced learners to receive Advanced Level on STAAR. SEE Strategies from Goal 3.		Principal; Assistant Principal GT Professionals-Librarian and GT District Directors	DRA/EDL scores; TELPAS scores; STAAR scores District Leads will provide training on Think Through Math and Stemscopes			
21) 21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. (Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.) Complete this activity by describing how you will meet these expectations on your campus.		Principal; GT Coordinator	Number of GT referrals			
22) 22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the CSHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.Panorama Survey		Principal; CSHAC				

Critical Success Factors CSF 5 CSF 6 23) 23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.) SEE PARENT INVOLVEMENT STRATEGIES later in this section.		Principal; CIS	Parental attendance at school events; number of surveys returned			
Critical Success Factors CSF 5 CSF 6 24) 24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during Open House with the Principal to which all parents will be invited. The above topics will be discussed.) SEE PARENT INVOLVEMENT STRATEGIES later in this section.		Principal; Assistant Principal; CIS	Parental attendance at event			

Critical Success Factors		Principal Assistant Principal Classroom teachers	Sign in sheets from EOP training; Sign in sheets for Incident Plan training for branches, staff, mentors/volunteers, parents &tudents; Log of completed drills			
Critical Success Factors CSF 6 CSF 7 25) 25) Spring Branch Elementary will continue with all required drills and policies as defined in the Campus Emergency Operations Plan (EOP). Develop Incident Plan according to NIMS structures and guidelines, establish Incident Command roles and responsibilities for each branch, prepare a box of critical information needed, create a backpack for each classroom to be used in every drill, establish a location off site for evacuation purposes, complete table top exercise with Incident Plan team, and provide staff development for SBE staff, volunteers, mentors, students and parents.		Principal Assistant Principal Classroom teachers	Sign in sheets from EOP training; Sign in sheets for Incident Plan training for branches, staff, mentors/volunteers, parents &tudents; Log of completed drills			
Critical Success Factors CSF 3 CSF 6 26) 26) Continue providing the WHO (We Help Ourselves) program to provide safety training for first grade students.		Counselor; classroom teachers	Student survey on safety-Panorama			6%
Critical Success Factors CSF 2 CSF 3 CSF 5 27) Continue to tie all expenditures to the the District Five Year Plan and the Spring Branch Elementary Campus Improvement Plan. Continue weekly meetings with administrative assistant in order to review, monitor and adjust all budgets as needed to meet our students' needs. Our CIT will meet on a monthly basis to review, discuss campus needs and make amendments to expenditures to ensure that the resources provided meet our students' needs.		Principal; administrative assistant; CIT members	Reviewed Monthly Budget Reports; EOY Budget/ CIP documentation of expenditures			90%
Critical Success Factors CSF 2 CSF 3 28) 28) Meet on a weekly basis with the ILT team to analyze our current academic/financial plan to make any adjustments if needed to support our students needs.		Principal; Assistant Principal; I-Coach; Reading intervention specialist; Classroom teachers	EOY Aware Data; EOY DRA-2/ EDL levels; EOY grades; T-TESS summative conference results		16%	

Critical Success Factors		Principal; Assistant Principal; Counselor; Sunshine Social Committee	Comparison of 5-Year Teacher survey results over 2 years; Teacher feedback during CIP planning sessions; Teacher retention rates			
Critical Success Factors CSF 6 CSF 7 29) 29) Teacher Recognition/ Team Building Activities: Provide activities to encourage team building and raise teacher morale by planning: Provide incentives for teachers such as Early Release Pass, Jeans Pass, Gift Card giveaways Monthly birthday celebrations with lunch provided and birthday bulletin board (one grade level or team per month); Christmas 12 Days gifts from campus administrators; Teacher Appreciation Week (May); Teacher of the Year reception		Principal; Assistant Principal; Counselor; Sunshine Social Committee	Comparison of 5-Year Teacher survey results over 2 years; Teacher feedback during CIP planning sessions; Teacher retention rates			
Critical Success Factors CSF 1 CSF 2 CSF 7 30) 30) Retain highly effective, highly skilled staff using the DuFour Model of Teacher Growth. Institute in-class coaching and accelerated professional development. Remove staff members who are not seeing achievement results.		Principal; Assistant Principal, Master Classroom Leader	DRA/EDL scores; STAAR scores; TELPAS scores; teacher retention, T-TESS summative evaluations			
Critical Success Factors CSF 2 CSF 6 CSF 7 31) Host Hamburger & Hot Dog Cookouts. Grade levels are invited to have lunch with the principal to provide the opportunity for informal conversation with the principal/colleagues and to foster a sense of community within the school.		Principal, ILT Committee, Sunshine Committee, Counselor	Staff and Teacher attendance			

100% = Accomplished 0% = No Progress ✗ = Discontinue

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 2: To remain in compliance with Federal and State law, the campus will implement the following strategies

Evaluation Data Source(s) 2: 2: Within the 2015-2016 school year, 60% of parents will be involved in community and parental activities provided by the school.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 2 CSF 3 CSF 5 CSF 6 1) 1) PTA and Community Outreach: Develop an email database to better communicate with parents. Develop a parent survey using the following needs/interests as possible topics: Project CLASS Parent Training; How to read with your child at home; reading fluency versus reading comprehension; "Make and Take" sessions, "Share A Smile" Program		Principal; Assistant Principal; Classroom teachers; PTA members; CIS; Parents of SBE students;	Total % of parents participating PTA membership drive/ total number of members; Sign in sheets and agendas; V-soft and volunteer logs			
Critical Success Factors CSF 1 CSF 5 CSF 6 2) 2) Academic Events/Parental Involvement Opportunities Events hosted include but are not limited to: Open House; Literacy Night; Family Game Night; Family Movie Night; Family Library Nights, Kindergarten informational meeting; Field trips to middle schools/high schools and colleges.		Principal; Assistant Principal; Classroom teachers; CIS/ Counselor; Librarian and Paraprofessional	Attendance logs of events; Parent survey / feedback given; Report of participation; Pictures from Family Library Nights, Flyers, Master Calendar			
	Funding Sources: 211 - Title I, Part A - 1461.00					
3) The parents and teachers (PTA) will continue to work together to provide a variety of events which nurture positive relationships between the home, school, and community. Events will include but will not be limited to: Join your child for Thanksgiving Lunch Holiday programs Classroom celebrations, Parent Trainings on Social Media, Bullying and Character Development, ESL and computer classes, Curriculum Nights		Principal; Assistant Principal; PTA members; CIS; Counselor; Classroom teachers	Review sign in sheets/ attendance; Review feedback; EOY teacher/ parent survey, Panorama Survey			
	Funding Sources: 211 - Title I, Part A - 2400.00					

		Principal; Assistant Principal; Classroom teachers; Counselor; CIS	Review of parent teacher communication logs; Increased number of parents attending conferences; Notes returned with parent signatures			
Critical Success Factors CSF 5 CSF 6 4) Methods of Communication with Parents: SBE will communicate with parents through multiple methods (both in English and Spanish): Monthly Coffee with the Principal meetings; informal and formal parentteacher conferences; call-out messages; monthly school newsletter; notes home to parents; reminder flyers of information for upcoming events; marquee messages; home visits when needed; letters mailed to student's home address						
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 5) 5) Kindergarten Informational Meetings: Provide kindergarten informational meetings each semester to support our parents' understanding of kindergarten TEKS and home school connections.		Principal; Assistant Principal; CIS; Kindergarten classroom teachers;	End-of-year Kinder District Assessments, Parent attendance sign in sheets			
Critical Success Factors CSF 1 CSF 4 CSF 5 6) Continue with a volunteer mentoring program and adhere to SBISD volunteer policy and procedures. Volunteers will be honored in a VIP reception at the end of the year.		Principal; Assistant Principal; Classroom teachers; CIS/Counselor	Review of volunteer database; review of sign-in sheets and number of participants			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Student Travel		$2,000.00
3	1	2	Student Transportation		$1,000.00
3	1	3	Employee Travel-Teacher		$500.00
3	1	3	Employee Travel-Principal		$250.00
				Sub-Total	$3,750.00
				Budgeted Fund Source Amount	$12,955.00
				+/- Difference	$9,205.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7	Supplies- Special Education		$235.00
				Sub-Total	$235.00
				Budgeted Fund Source Amount	$235.00
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	Supply- ESL/Bilingual		$1,750.00
				Sub-Total	$1,750.00
				Budgeted Fund Source Amount	$1,750.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	Supplies - At Risk		$6,760.00
				Sub-Total	$6,760.00
				Budgeted Fund Source Amount	$6,760.00

		+/- Difference	$0

199 PIC 32 - Pre-Kindergarten

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,000.00
				+/- Difference	$7,000.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,417.00
				+/- Difference	$7,417.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Professional		$10,000.00
1	1	3	Lead Math Interventionist, Bilingual ELA Interventionist, LEP Assistant		$154,701.00
1	1	3	Substitutes-$2,500 & Other salary-$52		$2,552.00
1	1	4	Supplies and Materials		$10,125.00
2	1	2	Misc. Contracted Services-Project CLASS		$5,000.00
3	1	2	Student Travel		$3,061.00
3	1	2	Transportation		$3,000.00
3	1	3	Region IV -Teacher		$2,500.00
3	1	3	Region IV -Principal		$500.00
3	1	3	Employee Travel-Teacher		$5,000.00
3	1	3	Employee Travel-Principal		$3,000.00
3	1	3	Other Reading Materials-Teacher		$1,000.00

3	1	3	Other Reading Materials-Principal		$500.00
5	1	4	Software Programs		$12,000.00
5	2	2	Extra Duty Professional - $900 $ Paraprofessional -$400 & Other salary-$161		$1,461.00
5	2	3	Misc. Contracted Services-Parent		$1,800.00
5	2	3	Supplies and Materials-Parent		$600.00
				Sub-Total	$216,800.00
				Budgeted Fund Source Amount	$216,800.00
				+/- Difference	$0
				Grand Total	$229,295.00