

Spring Branch Independent School District
Targeted Improvement Plan Requirements & Activities
2025-2026

- **TIP Requirements**

- Conduct a needs assessment and describe student outcome goals (In SBISD, this is aligned to the Campus Improvement Plan process).
- Submit TIP to TEA via Qualtrics Survey by November 11, 2025.

- **Improvement Activities**

- Each campus receives instructional support from central office to support teachers and instructional leaders in planning and implementation of the district curriculum.
- TEA consult calls take place with the Superintendent, Academics team, community superintendent, and principal to review Effective Schools Framework (ESF) diagnostic summary reports and to discuss eligibility for school improvement grants.
- ESF diagnostic site visits are conducted with a Region 4 School Improvement Specialist to identify areas of strength and improvement (Northbrook High, Buffalo Creek Elementary, and Edgewood Elementary).
- Campus data meetings are scheduled with the community superintendent and Academics team after each major assessment to identify strengths, areas of concern, and to develop an action plan.
- TEA's Learning Acceleration Support Opportunities (LASO) grant supports building instructional leadership capacity for the 2025-2026 and 2026-2027 school years (Landrum Middle, Northbrook Middle, Spring Forest Middle, and Woodview Elementary)

- **School Improvement Strategy:**

Campus leaders will engage in the following school improvement strategies:

1. **Foundational Instructional Leadership Practices and Systems (FLIPS) Training:** Campus Instructional Leadership Teams (CILTs) will engage in professional development with the Region 4 School Improvement Specialist to refine systems, strategies, and tools necessary to lead, execute, and monitor high-impact instructional practices.
2. The **Unit & Lesson Internalization** focus area empowers instructional leaders and teachers to deeply understand and effectively execute lessons aligned with High-Quality Instructional Materials (HQIM).
3. The **Observation and Feedback (OF)** focus area develops campus instructional leaders' readiness and capacity to systematically observe classroom instruction and provide feedback that improves teacher practice and student outcomes.
4. The **Data-Driven Instruction (DDI)** focus area equips campus instructional leaders to analyze student performance data effectively, align instruction with HQIM, and implement targeted strategies for improvement.

Elementary Student Outcome Goals

Buffalo Creek ES

Reading - 55% to 65% (Approaches), 27% to 37% (Meets), 11% to 16% (Masters)

Math - 59% to 69% (Approaches), 28% to 38% (Meets), 9% to 14% (Masters)

Edgewood ES

Reading - 59% to 64% (Approaches), 37% to 44% (Meets), 15% to 20% (Masters)

Math - 65% to 70% (Approaches), 33% to 40% (Meets), 13% to 18% (Masters)

Woodview ES

Reading - 62% to 65% (Approaches), 39% to 42% (Meets), 9% to 12% (Masters)

Math - 66% to 69% (Approaches), 34% to 37% (Meets), 15% to 18% (Masters)

Middle School Student Outcome Goals

Landrum MS

Reading - 63% to 75% (Approaches), 39% to 50% (Meets), 18% to 25% (Masters)

Math - 60% to 72% (Approaches), 30% to 41% (Meets), 7% to 14% (Masters)

Northbrook MS

Reading - 56% to 69% (Approaches), 29% to 35% (Meets), 10% to 15% (Masters)

Math - 60% to 65% (Approaches), 30% to 35% (Meets), 8% to 17% (Masters)

Spring Forest MS

Reading - 78% to 83% (Approaches), 59% to 64% (Meets), 35% to 40% (Masters)

Math - 69% to 74% (Approaches), 46% to 51% (Meets), 20% to 25% (Masters)

Spring Oaks MS

Reading - 66% to 71% (Approaches), 42% to 45% (Meets), 18% to 21% (Masters)

Math - 55% to 70% (Approaches), 26% to 36% (Meets), 8% to 13% (Masters)

High School Student Outcome Goals

Northbrook HS

Reading - 50% to 60% (Approaches), 29% to 34% (Meets), 3% to 8% (Masters)

Math - 71% to 81% (Approaches), 23% to 28% (Meets), 7% to 12% (Masters)