

Spring Branch Independent School District

Memorial Drive Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Top 25% Student Progress



Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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

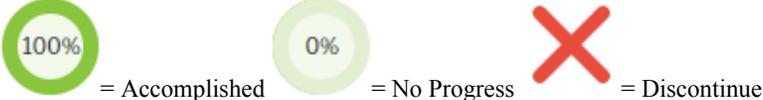
Goals

Goal 1: MDE will decrease the achievement gaps between ED and non-ED, ELL and non-ELL, SWD and non-SWD, and Hispanic and non-Hispanic students by 5% by June 2018.

Performance Objective 1: Improve climate for students to support improved learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) School-wide support for counselor team-building initiatives and character education including No Place for Hate, Kindness week, and bucket-filling	counselor, administrators, teachers	positive climate, student academic performance increases with positive student climate			
2) Improve campus culture and climate for the adults by reading How to Say Anything to Anyone, implementing practices, and following agreed-upon commitments as well as working to strengthen teams.	administrators, counselor, teachers	positive climate, student academic performance increases with positive student climate			
3) Continue to emphasize the 5 Be's with all students	administrators, counselor, teachers	students express familiarity with 5 Be's and implement them.			
					

Goal 1: MDE will decrease the achievement gaps between ED and non-ED, ELL and non-ELL, SWD and non-SWD, and Hispanic and non-Hispanic students by 5% by June 2018.

Performance Objective 2: High-quality professional development and strong PLC culture will support teachers in providing high-quality, deep-level, engaging instruction.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Staff will update their knowledge and expertise in the district curricula so they become more comfortable with It's Learning and more effectively teach content by attending district meetings, attending professional development, and meeting regularly with their teams	administrators, specialists, teachers	professional development attendance records, meeting agendas, improved student performance, Curricula are effectively taught, lesson plans reflect following district roadmap, meetings are attended			
2) MDE will provide an extra half day planning time every nine weeks	administrators, specialists, teachers	plans, notes from meetings, strengthened classroom instruction, improved student performance			
3) 2nd, 3rd, and 4th grade teachers will participate in the district's CCP initiative	principal, literacy specialist, teachers	participation occurs and learning is applied to the classroom			
4) Systematically analyze student data and tailor instruction to meet individual students' needs.	administrators, specialists, teachers	instruction meets students' academic needs and performance improves			
5) Build campus capacity to work in PLC's through book study of Learning by Doing and Common Formative Assessment and by working with team leaders to be sure they feel prepared to lead grade level PLC's	principal, assistant principal	teams function as PLC's and achieve their goals for the grade level			
6) Increase discussion and analysis of high-quality instruction by studying Understanding by Design.	principal, assistant principal, instructional specialists	High-quality first teaching that helps all students master the TEKS			
7) Strengthen math instructional strategies through professional development such as Greg Tang staff development and attending the NCTM conference	principal, assistant principal	High-quality first teaching that helps all students master the TEKS			
8) strengthen science instructional strategies through professional development such as attending CAST	principal, assistant principal, science specialist	High-quality first teaching that helps all students master the TEKS			

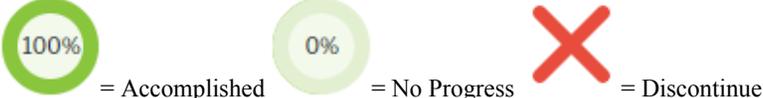
9) Increase 5th grade teachers' expertise in a specific content area by departmentalizing 5th grade and allowing teachers to focus on one or two areas of instruction	principal, assistant principal, instructional specialists, 5th grade teachers	Teachers are able to plan their specific content at a deeper level which leads to increased student achievement			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 1: MDE will decrease the achievement gaps between ED and non-ED, ELL and non-ELL, SWD and non-SWD, and Hispanic and non-Hispanic students by 5% by June 2018.

Performance Objective 3: Support special populations including students with disabilities and those who are economically disadvantaged, Hispanic, or ELL's.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

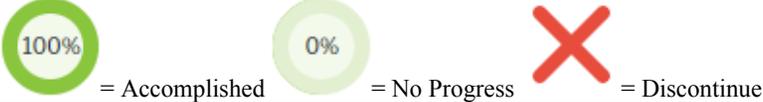
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Communication systems will be established so that general education teachers communicate meaningfully with specialists about curriculum and individual students' needs	administrator, diag, specialists	students receiving special services will experience academic growth, meetings will occur			
2) Clearly define the roles of the general education teacher and special education staff	principal, assistant principal, special education staff	training occurs and all involved are clear about their role and the roles of others			
3) provide training in behavior strategies to all on the campus	principal, assistant principal, special education staff	training occurs and all successfully use the strategies when students exhibit challenging behaviors			
					

Goal 1: MDE will decrease the achievement gaps between ED and non-ED, ELL and non-ELL, SWD and non-SWD, and Hispanic and non-Hispanic students by 5% by June 2018.

Performance Objective 4: Differentiation will ensure that all students have an opportunity to grow academically.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

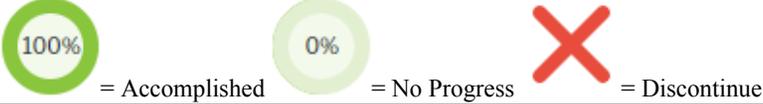
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students who meet criteria to receive intervention will be pulled to work with the literacy specialist in addition to receiving daily small group instruction in their classrooms.	specialists, teachers, administrators,	tutoring will happen, student achievement will increase			
2) Instructional specialists will work with teachers to ensure all students are being challenged	administrators, specialists, teachers	Students will be able to work at their grade level.			
3) Use adaptive software such as Dream Box and iStation to personalize instruction according to student needs.	administrators, instructional specialists, teachers	Instruction students receive meets their needs by filling in gaps or extending knowledge.			
					

Goal 1: MDE will decrease the achievement gaps between ED and non-ED, ELL and non-ELL, SWD and non-SWD, and Hispanic and non-Hispanic students by 5% by June 2018.

Performance Objective 5: Monitor reading and math performance of all students and plan throughout the school year to make sure each individual student is growing academically at an appropriate pace.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

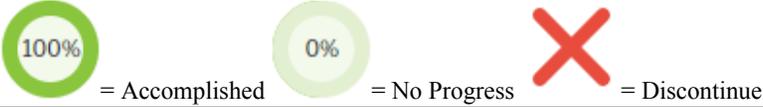
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Develop an individualized plan for each student who is below level designed to help him or her catch up to on level	teacher, literacy specialist, principal	students' reading stays at or above grade level			
2) Classroom teachers will utilize small group differentiated instruction and document students' growth and deficits	teachers, administrators	students receive early intervention and fewer fall behind			
3) MDE will provide an extra half day planning time every nine weeks	administrators, teachers	plans, notes from meetings, strengthened classroom instruction, improved student performance			
					

Goal 2: MDE will increase the percentage of students scoring at the PSR level by 4% as measured by STAAR and/or MAP by June 2018.

Performance Objective 1: Improved climate for students will support improved learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Engage students in consistent social/emotional lessons across grade levels and meet with individuals and groups requiring special attention to promote positive relationships between and among students and staff	Counselor	Meetings occur, relationships among students improve			
2) School-wide support for counselor team-building initiatives and character education including No Place for Hate, Kindness week, and bucket-filling	counselor, administrators, teachers	positive climate, student academic performance increases with positive student climate			
3) Improve campus culture and climate for the adults by reading How to Say Anything to Anyone, implementing practices, and following agreed-upon commitments as well as working to strengthen teams.	administrators, counselor, teachers	positive climate, student academic performance increases with positive student climate			
4) Continue to emphasize the 5 Be's with all students	administrators, counselor, teachers	students express familiarity with 5 Be's and implement them.			
					

Goal 2: MDE will increase the percentage of students scoring at the PSR level by 4% as measured by STAAR and/or MAP by June 2018.

Performance Objective 2: High-quality professional development and strong PLC culture will support teachers in providing high-quality, deep-level, engaging instruction.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Staff will update their knowledge and expertise in the district curricula so they become more comfortable with It's Learning and more effectively teach content by attending district meetings, attending professional development, and meeting regularly with their teams	administrators, specialists, teachers	professional development attendance records, meeting agendas, improved student performance, Curricula are effectively taught, lesson plans reflect following district roadmap, meetings are attended			
2) MDE will provide an extra half day planning time every nine weeks	administrators, specialists, teachers	plans, notes from meetings, strengthened classroom instruction, improved student performance			
3) 2nd, 3rd, and 4th grade teachers will participate in the district's CCP initiative	principal, literacy specialist, teachers	participation occurs and learning is applied to the classroom			
4) Systematically analyze student data and tailor instruction to meet individual students' needs.	administrators, specialists, teachers	instruction meets students' academic needs and performance improves			
5) Build campus capacity to work in PLC's through book study of Learning by Doing and Common Formative Assessment and by working with team leaders to be sure they feel prepared to lead grade level PLC's	principal, assistant principal	teams function as PLC's and achieve their goals for the grade level			
6) Increase discussion and analysis of high-quality instruction by studying Understanding by Design.	principal, assistant principal, instructional specialists	High-quality first teaching that helps all students master the TEKS			
7) Strengthen math instructional strategies through professional development such as Greg Tang staff development and attending the NCTM conference	principal, assistant principal	High-quality first teaching that helps all students master the TEKS			
8) strengthen science instructional strategies through professional development such as attending CAST	principal, assistant principal, science specialist	High-quality first teaching that helps all students master the TEKS			

9) Increase 5th grade teachers' expertise in a specific content area by departmentalizing 5th grade and allowing teachers to focus on one or two areas of instruction	principal, assistant principal, instructional specialists, 5th grade teachers	Teachers are able to plan their specific content at a deeper level which leads to increased student achievement			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 2: MDE will increase the percentage of students scoring at the PSR level by 4% as measured by STAAR and/or MAP by June 2018.

Performance Objective 3: Differentiation will ensure that all students have an opportunity to grow academically.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students will have an increased sense of ownership, control, and choice over their learning. Students will set goals and monitor their own progress using rubrics, data analysis, and reflection	teachers, specialists, administrators	students are able to articulate their learning progress which will result in increased achievement			
2) Support enrichment and engagement by providing before, during, and after school activities: library, Writers in the Schools, field trips, Cultural Arts Week, violin, robotics, broadcasting, student council, patrols	Librarian, administrators, specialists, robotics sponsors, broadcast teacher, student council sponsor	student participation in programs			
3) Instructional specialists will work with teachers to ensure all students are being challenged	administrators, specialists, teachers	Students will be able to work at their grade levels.			

 = Accomplished
  = No Progress
  = Discontinue

Goal 3: 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: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	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. GT and LEP	administrators, counselor	programs will comply			
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. Focus on SBISD Priority Standards Monitor student progress Work with literacy specilaist	administrators, specialists				
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. Administators, specialists, and teachers will monitor these students' performance.	administrators, specialists, teachers				

<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, 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.</p>	<p>administrators, specialists, lead mentor</p>				
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. PTA sponsored presentations, district presentations, DARE</p>	<p>administrators, counselor, PTA, 5th grade teachers</p>				
<p>6) Provide professional development based on level of expertise and need in the following areas: * 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 No Place for Hate SEL Suicide prevention CSHAC</p>	<p>administrators, counselor</p>				

<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>Train teachers in needs of students with disabilities Promote communication/collaboration between and among general and special education teachers</p>	<p>administrators, case managers, diagnostician</p>				
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>Review student progress</p>	<p>administrators, diagnosticians, case managers</p>				
<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>work with diagnostician</p>	<p>administrators, case managers, diagnostician</p>				
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist</p> <p>Monitor progress of ELL and At-Risk students and build teacher capacity in meeting their needs</p> <p>Provide faculty with training to support their instructional efforts with LEP students.</p>	<p>administrators, specialists, teachers</p>				

<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p>	<p>administrators, specialists</p>				
<p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material</p> <p>Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math, etc...</p> <p>Provide faculty with training to support their instructional efforts with LEP students.</p>	<p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$507.00</p>				
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships <p>Work closely with the PTA Executive Board and volunteer liaisons</p>	<p>administrators</p>				

<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * 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. <p>These topics will be addressed in faculty meetings, team leader meetings, and professional developments meetings for individual grade levels.</p>	<p>administrators, specialists</p>				
<p>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.</p> <p>These topics will be addressed in faculty meetings, team leader meetings, and professional developments meetings for individual grade levels.</p>	<p>administrators, specialists</p>				
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>Assign mentors and team leaders to work with new teachers</p>	<p>lead mentor, team leaders, administrators</p>				

<p>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</p> <p>Hire early using a carefully developed process, build positive culture and climate at MDE</p>	<p>administrators, campus climate committee</p>				
<p>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.</p> <p>administrators and PTA will collaborate</p>	<p>administrators</p>				
<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>This activity for PK and elementary schools only. Other campuses may delete.</p> <p>Transition visits Kindergarten round-up New student orientation</p>	<p>administrators</p>				
<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <ul style="list-style-type: none"> 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. <p>Work with teachers, counselor, and parents to identify area of greatest need and then complete book study and discussions as well as make SBISD and Region IV training available</p>	<p>administrators, counselor</p>				
<p>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.</p> <p>Focus on blended and personalized learning</p>	<p>administrators, counselor</p>				

<p>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.</p> <p>(Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.)</p> <p>Hold meeting, communicate with parents, evaluate program, support appeals process</p>	<p>administrators, counselor</p>				
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 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: <ul style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey 	<p>administrators, counselor, nurse, HF teacher, CSHAC committee</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,583.00
+/- Difference					\$19,583.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$125.00
+/- Difference					\$125.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,706.00
+/- Difference					\$1,706.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$295.00
+/- Difference					\$295.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,554.00
+/- Difference					\$12,554.00
Grand Total					\$0.00