Spring Branch Independent School District

Memorial Drive Elementary School

2016-2017 Campus Improvement Plan

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: 100% of Kindergarten students, 100% of 1st graders, and 86% of 2nd graders will score at least on level on the end of the year DRA.

Performance Objective 1: Second grade teachers will build their capacity to teach the writing necessary so that their students will be able to score at DRA level 28 and beyond.

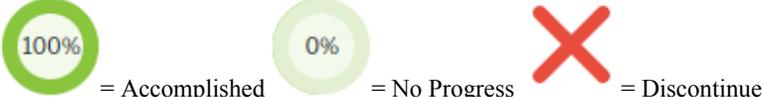**Evaluation Data Source(s) 1:**

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers and literacy specialist participate in the CCP residency	principal, literacy specialist	participation occurs and learning is applied to the classroom			
2) Conduct refresh training in DRA assessment	literacy specialist	training happens and DRA assessments are completed with accuracy			
3) Teachers will participate in monthly refresh meetings about CCP practices and strategies	principal, teachers, literacy specialist	meetings occur and classroom practices evolve			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		
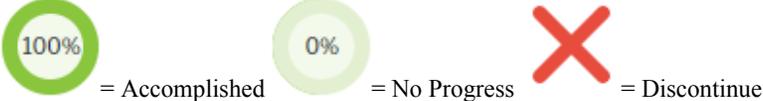
Goal 1: 100% of Kindergarten students, 100% of 1st graders, and 86% of 2nd graders will score at least on level on the end of the year DRA.

Performance Objective 2: Monitor reading levels of K-2 students and plan throughout the school year to make sure each individual student is where he/she needs to be.

      Evaluation Data Source(s) 2:

      Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct refresh training in DRA assessment	literacy specialist	training happens and DRA assessment are completed with accuracy			
2) 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			
3) Participate in ongoing literacy professional development via staff meetings, residencies, and planning time	teachers, literacy specialist, principal	first instruction of students grows even better and fewer and fewer students fall below grade level			
4) Classroom teachers will utilize small group differentiated instruction and document students' growth and deficits	teachers, administrators	students receive early intervention and fewer fall behind			
5) MDE will provide an extra half day planning time every nine weeks	administrators, teachers	plans, notes from meetings, strengthened classroom instruction, improved student performance			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 2: 97% of students will be on level as measured by DRA/STAAR.

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

   **Evaluation Data Source(s) 1:**

    Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Analyze Tripod scores to determine our strengths and areas to work on and develop goals.	administrators, teachers, instructional specialists	Tripod scores increase, positive climate			
2) School-wide support for counselor team-building initiatives and character education including the NED Show, Kindness week, and bucket-filling	counselor, administrators, teachers	positive climate, Tripod scores increase			
3) Improve campus culture and climate for the adults by creating a culture and climate committee, establishing norms, and strengthening teams.	administrators, counselor, teachers	positive climate, Tripod Scores increase			
4) Continue to emphasize the 5 Be's with all students	administrators, counselor, teachers	students express familiarity with 5 Be's and implement them.			
100% = Accomplished	0% = No Progress	✗ = Discontinue			
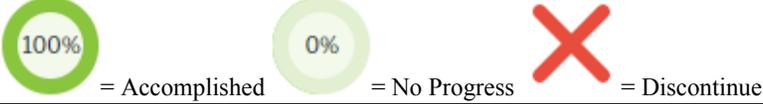
Goal 2: 97% of students will be on level as measured by DRA/STAAR.

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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	**Jan**	**Mar**
1) Content-specific vertical teams of teachers will meet periodically to discuss continuity of curriculum and to make sure that each grade prepares its students for the next grade level	administrators, specialists, team leaders	meetings occur, student performance improves			
2) Staff will update their knowledge and expertise in the district curricula so they may more effectively teach content by attending district meetings, attending professional development residencies, 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			
3) 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			
4) 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			
5) Systematically analyze student data and tailor instruction to meet individual students' needs.	administrators, specialists, teachers	instruction meets students' academic needs and performance improves			
6) Add two early release days to provide for professional development for teachers.	administrators, instructional specialists	meetings occur and practices change			
	100% = Accomplished	0% = No Progress	✕ = Discontinue		
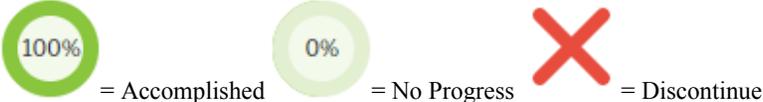
Goal 2: 97% of students will be on level as measured by DRA/STAAR.

Performance Objective 3: Strong collaboration between general education teachers/interventionists/special education teachers will help students grow academically.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	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			

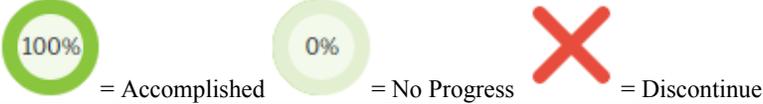100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 2: 97% of students will be on level as measured by DRA/STAAR.

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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students who require intervention will be pulled to work with the literacy specialist and math specialist in addition to receiving daily small group instruction in their classrooms.	specialists, teachers, administrators,	tutoring will happen, student achievement will increase			
2) Math specialist will work with groups of students as well as individuals to accelerate, deepen their instruction, and challenge high performing students to maximize their learning utilizing the math lab	math specialist, administrators	students will use the math lab, students' grades and performance will grow even stronger			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 2: 97% of students will be on level as measured by DRA/STAAR.

Performance Objective 5: Consistent, targeted support for ELL's will help them grow academically.

    Evaluation Data Source(s) 5:
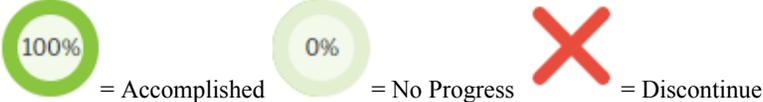
    Summative Evaluation 5:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Complete training as needed on strategies for ELL's and apply strategies in classroom instruction	administrators, teachers, literacy specialist	training agenda, classroom observations, increased ELL performance			
2) Teachers will routinely focus on the success of their ELL students and plan for their needs.	administrators, teachers, specialists	increased proficiency of ELL students			
100% = Accomplished 0% = No Progress ✕ = Discontinue					
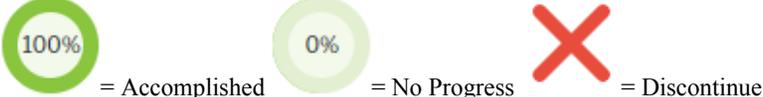
Goal 3: 54% of students will score at the advanced level on the reading and math STAAR/DRA.

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

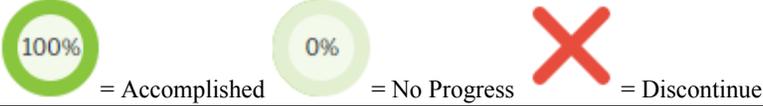   **Evaluation Data Source(s) 1:**

    Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers use data from Tripod Survey to target behaviors and plan instruction designed to increase student satisfaction with the 7 C's as evaluated by the Tripod Survey	Teachers, administrators	Students register greater satisfaction with the campus climate as evidenced by improved scores on the Tripod survey			
2) 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, higher ratings on the Tripod Survey			
3) All campus staff will focus on nurturing students and colleagues	teachers, administrators, counselor	Improved climate will be reflected on Tripod and Organizational Health Surveys			
4) MDE will present a school-wide "kindness week" designed to increase student awareness of the necessity of being kind as well as strategies for how to go about being kind to others	Counselor, administrators				
5) Improve campus culture and climate for the adults by creating a culture and climate committee, establishing norms, and strengthening teams.	administrators, counselor, teachers	positive climate, Tripod scores increase			
100% = Accomplished 0% = No Progress ✕ = Discontinue					

Goal 3: 54% of students will score at the advanced level on the reading and math STAAR/DRA.

Performance Objective 2: Differentiation will ensure that all students have an opportunity to grow academically.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students will have a sense of ownership, control, and choice over their learning. Students will 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) Students engage in real-world experiences with real audiences for their learning tasks	teachers, administrators, specialists	experiences happen, student achievement increases			
100% = Accomplished		0% = No Progress		✕ = Discontinue	

Goal 4: 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	Staff Responsible	Evidence that Demonstrates Success	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				

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.	administrators, specialists, lead mentor				
5) Promote parent and community involvement in drug and violence prevention programs/ activities. PTA sponsored presentations, district presentations, DARE	administrators, counselor, PTA, 5th grade teachers				
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	administrators, counselor				

7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. Train teachers in needs of students with disabilities Promote communication/collaboration between and among general and special education teachers	administrators, case managers, diagnostician			
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? Review student progress	administrators, diagnosticians, case managers			
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. work with diagnostician	administrators, case managers, diagnostician			
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist Monitor progress of ELL and At-Risk students and build teacher capacity in meeting their needs	administrators, specialists, teachers			

11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)	administrators, specialists				
Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc... (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.)	Funding Sources: 199 - General Fund: SCE (At-Risk) - 507.00				
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships Work closely with the PTA Executive Board and volunteer liaisons	administrators				

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. These topics will be addressed in faculty meetings, team leader meetings, and professional developments meetings for individual grade levels.	administrators, specialists				
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. These topics will be addressed in faculty meetings, team leader meetings, and professional developments meetings for individual grade levels.	administrators, specialists				
15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Assign mentors and team leaders to work with new teachers	lead mentor, team leaders, administrators				

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 Hire early using a carefully developed process, build positive culture and climate at MDE	administrators, campus climate committtee				
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. administrators and PTA will collaborate	administrators				
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientationat different times and in a variety of settings. This activity for PK and elementary schools only. Other campuses may delete. Transition visits Kindergarten round-up New student orientation	administrators				
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. 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	administrators, counselor				
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. Focus on blended and personalized learning	administrators, counselor				

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.) Hold meeting, communicate with parents, evaluate program, support appeals process	administrators, counselor				
22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 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: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey	administrators, counselor, nurse, HF teacher, CSHAC committee				

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

Campus Funding Summary

199 - General Fund: SCE (At-Risk)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	11	At-Risk	6399	$507.00
				Sub-Total	$507.00
				Grand Total	$507.00