

Spring Branch Independent School District
Memorial Drive Elementary School
2015-2016 Campus Improvement Plan

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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, 86% of 1st graders, and 73% 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.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers, iCoach, and literacy specialist participate in the CCP residency	principal, iCoach, literacy specialist	participation occurs and learning is applied to the classroom			
2) Conduct refresh training in DRA assessment	iCoach	training happens and DRA assessment are completed with accuracy			
					


Goal 1: 100% of Kindergarten students, 86% of 1st graders, and 73% 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.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct refresh training in DRA assessment	iCoach	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, icoach, principal	students' reading stays at or above grade level			
3) Participate in ongoing literacy professional development via staff meetings, residencies, and planning time	teachers, iCoach, 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, iCoach, administrators	students receive early intervention and fewer fall behind			
5) MDE will provide an extra half day planning time every nine weeks	administrators, iCoach, teachers	plans, notes from meetings, strengthened classroom instruction, improved student performance			
					






Goal 1: 100% of Kindergarten students, 86% of 1st graders, and 73% of 2nd graders will score at least on level on the end of the year DRA

Performance Objective 3: Add literacy specialist who works with students, parents, and teachers to build capacity and skills for students and teachers.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Hire candidate based on description of needs for teachers and students	principal	specialist hired			
2) Specialist will work with primary students who need extra support in building their reading skills. This work will include but is not limited to direct intervention with students, in class support, and working with teachers to plan and execute lessons for whole group, small group, and individuals.	literacy specialist, iCoach, principal, AP, teachers	interventions occur, ICS occurs, planning occurs			
					


Goal 2: 95% of students will be on level as measured by NRT/STAAR.

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

Strategy Description	Staff Responsible for Monitoring	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, icoach, teachers	Tripod scores increase			
2) Develop a PBIS system to incentivize positive behavior and create a warm campus culture	administrators, teachers, counselor	Tripod scores increase, office referrals decrease			
3) 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			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					


Goal 2: 95% of students will be on level as measured by NRT/STAAR.

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

Strategy Description	Staff Responsible for Monitoring	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, iCoach, 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, iCoach, teachers, literacy specialists, STEAM coach	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, iCoach, teachers	plans, notes from meetings, strengthened classroom instruction, improved student performance			
4) 3rd grade teachers will participate in the district's CCP initiative	principal, iCoach, literacy specialist, teachers	participation occurs and learning is applied to the classroom			
					


Goal 2: 95% of students will be on level as measured by NRT/STAAR.

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

Strategy Description	Staff Responsible for Monitoring	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, icoach	students receiving special services will experience academic growth, meetings will occur			
					


Goal 2: 95% of students will be on level as measured by NRT/STAAR.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students who require intervention will be pulled to work with the reading specialist, ELL assistant, and math specialist in addition to receiving daily small group instruction in their classrooms.	interventionist, ELL assistant, teachers, administrators, icoach	tutoring will happen, student achievement will increase			
					


Goal 2: 95% of students will be on level as measured by NRT/STAAR.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Complete training on strategies for ELL's and apply strategies in classroom instruction	administrators, coach, teachers, literacy specialists, STEAM coach	training agenda, classroom observations, increased ELL performance			
					


Goal 3: 48% of students will score at the advanced level on the reading and math STAAR/NRT/DRA.

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

Strategy Description	Staff Responsible for Monitoring	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, icoach, 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				
					


Goal 3: 48% of students will score at the advanced level on the reading and math STAAR/NRT/DRA.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Review and emphasize the Rigor and Relevance Framework so that teachers evaluate their lessons and plan to maximize time spent in quadrant D	Administrators, icoach, teachers, STEAM coach	Lessons are engaging and require students to use higher order thinking skills			
2) Team that traveled to the Model Schools Conference will present learning to campus throughout the school year	administrators, instructional coaches, Model Schools Conference team	new strategies will be used in classrooms and around the campus			
					

Goal 3: 48% of students will score at the advanced level on the reading and math STAAR/NRT/DRA.

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

Strategy Description	Staff Responsible for Monitoring	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, icoach, STEAM coach, 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, Spanish, field trips, Cultural Arts Week, violin, chess, art, Odyssey of the Mind, robotics, broadcasting, student council, patrols	Librarian, administrators, tech coach, contracted instructors, Spanish teacher, 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, icoach, STEAMcoach	experiences happen, student achievement increases			
					

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.

Summative Evaluation: All strategies will be implemented.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>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.</p> <p>(List programs to be evaluated. Include all programs receiving state or federal funds.)</p>					
<p>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.</p> <p>(Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.)</p>					
<p>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.</p> <p>(Provide specific information about the remediation and monitoring of SSI students on your campus.)</p>					
<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>(You may add additional activities if you choose).</p>					

<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>(Provide specific information about the activities on your campus.)</p>					
<p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * 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 <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</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>(Describe what is being done on your campus to promote or increase inclusion.)</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>(Describe how you will improve this process on your campus this year.)</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>(What is your campus plan and timeline to meet this expectation.)</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>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</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>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...</p> <p>(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.)</p>		<p>Funding Sources: 199 - General Fund: SCE - \$260.00</p>			
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</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>(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.)</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>(Complete this activity by describing how you will meet this expectation on your campus.)</p>					
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</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>(Complete this activity by describing how you will meet this expectation on your campus plan.)</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>(Complete this activity by describing how you will meet this expectation on your campus.)</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>(Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.)</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>(Select at least one area of focus from the list and describe how you will implement this on your campus.)</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>(Complete this activity by describing how you will meet this expectation on your campus.)</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>Complete this activity by describing how you will meet these expectations on your campus.</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: <ol style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey 					
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> *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. <p>(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.)</p>					
<p>24) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. <p>(The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)</p>					
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Campus Funding Summary

199 - General Fund: SCE						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	1	11	At-Risk		\$260.00	
					Sub-Total	\$260.00
					Grand Total	\$260.00