

Spring Branch Independent School District

Memorial Drive Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

It is the mission of Memorial Drive Elementary School to ensure every child's fullest academic potential through personalization in a positive, nurturing environment. As an inclusive school community, the faculty, staff, students, and parents will collaborate to foster life-long learners and confident, caring, responsible citizens.

Vision

We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff members:

Communicate professionally and positively

Take risks, are flexible, and pursue new ideas and learning

Commit to supporting each other and to collaborating with our Professional Learning Communities

Put needs of students first in all decisions and actions

Use data as a learning tool for all teachers and students

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

Needs Assessment Overview

Through multiple data sources (MAP, STAAR, COMPASS, & PANDORA), MDE determined the following as areas to address:

- MDE MAP growth will increase in percentage of students exceeding projected growth on areas of MAP.
- MDE will close gaps in MAP achievement and growth scores between population groups.
- MDE will pilot Region 4 Science resources to grow STEM instruction and student experiences.
- MDE will increase personalization through SBISD's strategic plan and the Learner's Journey.

Demographics

Demographics Summary

Memorial Drive Elementary serves a multi-generational community. Many parents and staff members were once students at MDE. About 5% of MDE students receive special supports. MDE's first day enrollment for 2018-19 was 425 students, with the following ethnicity percentages (rounded to nearest percent):

- Asian 11%
- Black 1%
- White 67%
- Hispanic 14%
- Two or More 7%
- GT 19%
- CBE 2%
- SPED 6%
- 505 6%
- EL 9%

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

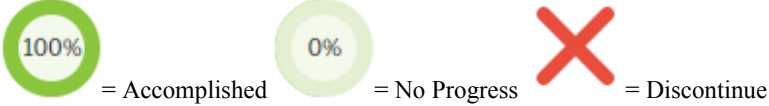
Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 70% of Memorial Drive Elementary's students will meet or exceed growth expectations on MAP.

Evaluation Data Source(s) 1: MAP

Summative Evaluation 1:

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 its learning and more effectively teach content by attending district meetings, attending professional development, and meeting regularly with their teams in lesson planning and in PLC. 1) Use three campus It's Learning Trail Guides to train and plan with teams. 2) Use technology resources provided by district and MDE PTA.	administrators, science specialist, Librarian, teachers	Curricula are effectively taught, lesson plans reflect deep planning and analysis of student needs, student growth increases.			
	Funding Sources: 199 PIC 99 - Undistributed - 2000.00, 199 PIC 11 - Instructional Services - 2000.00				
2) MDE PTA will fund substitutes for a half-day of planning time for every teacher each 9 weeks.	administrators, teachers	teacher's preparation will be more responsive to students' needs, instruction will be better, student academic growth will increase			
	Funding Sources: 485 - Donations - 7300.00, 199 PIC 99 - Undistributed - 1000.00				
3) Systematically analyze student data and tailor instruction to meet individual students' needs through the RtI/SSC process and periodic Data Study Team meetings.	administrators, teachers	instruction meets students' academic needs and academic growth increases			
4) Build campus PLC capacity by training team leaders, coaching team meetings, and developing non-negotiable topics addressed in meetings.	administrators, team leaders, teachers	Team and campus meetings become more effective in helping all target students' needs and academic growth increases			
5) Focus on high-quality instruction spelled out in instructional framework including TEKS-based planning, communicating objectives to students, using flexible small grouping, and responding to results garnered in formative assessment.	administrators	instruction meets students' academic needs and growth increases			
	Funding Sources: 199 PIC 11 - Instructional Services - 3000.00, 199 PIC 99 - Undistributed - 1000.00				
6) Strengthen math instructional strategies through professional development including staff vertical teams for PD and work with the students for increasing numerical understanding.	administrators	strengthened student engagement with math instruction and improved math instruction, increasing academic growth			

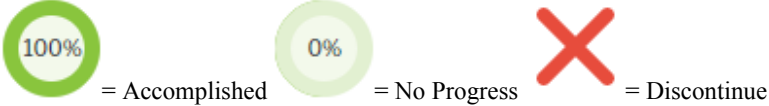
7) Strengthen science instruction through participation in PD through Region IV, Science Night, CAST Conference, Science Club, and other sources, such as EduSmart.	administrators, science specialist	strengthened student engagement with science instruction, improved science instruction, increasing academic growth			
8) Systematically review teacher's MAP, STAAR, and DRA data from 2017-2018 school year continuing through 2018-2019 school year and make individual teacher and grade level goals, as well as PD plans, designed to improve performance.	administrators, teachers	instruction results in increased academic growth			
	Funding Sources: 199 PIC 11 - Instructional Services - 2000.00				
9) Increase all teachers' content expertise by PLCs, partner teaching, and allowing 4th & 5th grade teachers to focus on fewer areas of instruction (ELA/Social Studies or Math/Science).	administrators, science specialist	improved instruction in each teacher's areas of focus and increased student academic growth			
	Funding Sources: 199 PIC 11 - Instructional Services - 2000.00				
10) Provide daily small group instruction in classrooms with data collection for students in need of extra assistance or those needing enrichment and maintain records of what takes place daily with these students.	administrators, teachers	students receive personalized instruction that responds to their academic needs and student growth increases.			
	Funding Sources: 199 PIC 11 - Instructional Services - 2000.00, 199 PIC 99 - Undistributed - 2000.00				
11) Use adaptive software such as Dreambox, Prodigy, Flocabulary, MAP learning pathways to personalize instruction according to student needs.	administrators, teachers	instruction students receive meets their needs by filling gaps or extending knowledge and academic growth increases			
	Funding Sources: 199 PIC 11 - Instructional Services - 2000.00				
					

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 80% of 3-5 graders will respond favorably on the School Teacher-Student Relationships and at least 80% of 3-5 graders will respond favorably on the School Belonging elements of the Panorama survey.

Evaluation Data Source(s) 1: Panorama survey

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, Bucket Filling, Grit, Mindset, MDE morning news, and DARE.	counselor, administrators, specialist, teachers	positive climate and increased sense of student connectedness			
Funding Sources: 199 PIC 99 - Undistributed - 1000.00					
2) Continue to emphasize the 5 Be's with all students.	administrators, counselor, teachers	students express familiarity with the 5 Be's and implement them, common expectations for "MDE Behavior" are reinforced			
3) Help students build up their abilities to persevere as well as develop their sense that they can impact their own educational outcomes. 1) Continue with signage that supports these concepts. 2) Make sure teachers are prepared to discuss these topics and support their students in building these mindsets and skills.	administrators, counselor, teachers	students feel empowered as learners and connected to school			
4) 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	students feel connected to the school and the people at the school			
5) Support enrichment and engagement by providing before, during, and after school activities: library/book clubs, WITS, field trips, Cultural Arts Week, violin, robotics, broadcasting, safety patrols, spelling bee, science enrichment, Kindness Club, Science Club, Reflections, subscriptions, Field Day, Crimes Stoppers (cyber safety and bullying), and Student Council	librarian, administrators, sponsors	student participation in programs leads to students feeling connected to the school			
6) Specials Team will create and distribute a five-time annual newsletter that includes student created work, featuring multiple forms of media and talents.	Specials Team, administrators	a greater number of students, from all grade levels will be able to participate and contribute to the newsletter, show casing the many and various talents of students at MDE			
					




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

Performance Objective 1: By June 2019, at least 75% of Memorial Drive Elementary's students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd - 5th grades) and/or STAAR (meets grade level in 3rd - 5th grades).

Evaluation Data Source(s) 1: MAP, STAAR

Summative Evaluation 1:

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 its learning and more effectively teach content by attending district meetings, attending professional development, and meeting regularly with their teams. 1) Use three campus its learning Trail Guides to train and plan with teams. 2) Use technology resources provided by district and MDE PTA.	administrators, science specialist, Librarian, teachers	Curricula are effectively taught, lesson plans reflect deep planning and analysis of student needs, students' achievement increases.			
2) MDE PTA will fund substitutes for a half-day of planning time for every teacher each 9 weeks.	administrators, teachers	teacher's preparation will be more responsive to students' needs, instruction will be better, student academic performance will increase			
Funding Sources: 485 - Donations - 7300.00					
3) Systematically analyze student data and tailor instruction to meet individual students' needs.	administrators, teachers, SSC Data Team	instruction meets students' academic needs and academic performance increases			
Funding Sources: 199 PIC 99 - Undistributed - 1000.00					
4) Build campus PLC capacity by training team leaders, coaching team meetings, and developing non-negotiable topics addressed in meetings.	administrators, team leaders, teachers	Team and campus meetings become more effective in helping all target students' needs and academic performance increases			
5) Focus on high-quality instruction spelled out in instructional framework including TEKS-based planning, communicating objectives to students, using flexible small grouping, and responding to results garnered in formative assessment	administrators	instruction meets students' academic needs and performance increases			
6) Strengthen math instructional strategies through professional development including staff vertical teams for PD and work with the students.	administrators	strengthened student engagement with math instruction and improved math instruction, increasing academic performance			
7) Strengthen science instruction through participation in PD through Region IV, Stemscores, and EduSmart.	administrators, science specialist	strengthened student engagement with science instruction, improved science instruction, increasing academic performance			

8) Systematically review teacher's MAP, STAAR, and DRA data from 2017-2018 school year continuing through 2018-2019 school year and make individual teacher and grade level goals, as well as PD plans, designed to improve performance.	administrators, teachers	instruction results in increased academic performance			
Funding Sources: 199 PIC 11 - Instructional Services - 1000.00					
9) Increase all teachers' content expertise by PLCs, partner teaching, and allowing 4th & 5th grade teachers to focus on fewer areas of instruction (ELA/Social Studies or Math/Science).	administrators, science specialist	improved instruction in each teacher's areas of focus and increased student academic performance			
10) Provide daily small group instruction with data collection in classrooms for students in need of extra assistance or those needing enrichment and maintain records of what takes place daily with these students.	administrators, teachers	students receive personalized instruction that responds to their academic needs and performance increases			
11) Use adaptive software such as Dreambox, Prodigy, Flocabulary, and MAP learning pathways, to personalize instruction according to student needs.	administrators, teachers	instruction students receive meets their needs by filling gaps or extending knowledge and performance increases			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

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, Memorial Drive Elementary will close existing achievement gaps by at least 5% across English Learners, Economically Disadvantaged, African American, Hispanic, 504, and Special Education demographics while all performance improves.

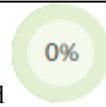
Evaluation Data Source(s) 1: STAAR, MAP

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Establish communication systems so that general education teachers communicate meaningfully with special education specialists meaningfully about curriculum and individual students' needs.	administrators, diagnostician, special education teachers, classroom teachers	Improved instruction for ELL, ED, AA, and special education students and decrease in performance gaps for population groups.			
Funding Sources: 199 PIC 23 - Special Education - 42.50, 199 PIC 24 - At Risk - 331.50, 199 PIC 25 - ESL/Bilingual - 92.50					
2) Provide training on behavior strategies to all on the campus.	administrators, special education staff	all become more proficient in managing student behaviors so that AIM/504/Special Ed. students spend more time in the general education classroom and decrease in performance gaps			
Funding Sources: 199 PIC 99 - Undistributed - 1330.00					
3) Provide daily small group instruction in classrooms for students in need of extra assistance or those needing enrichment and maintain records of what takes place daily with these students.	administrators, teachers	Students receive personalized instruction that responds to their academic needs and decrease performance gaps for ELL, ED, AA, and special education students.			
Funding Sources: 199 PIC 24 - At Risk - 331.50, 199 PIC 25 - ESL/Bilingual - 92.50, 199 PIC 23 - Special Education - 42.50, 199 PIC 11 - Instructional Services - 1184.00					
4) Use adaptive software such as Dreambox, Prodigy, Flocabulary, Raz Kids, and MAP learning pathways to personalize instruction according to student needs.	administrators, teachers	Instruction students receive meets their needs by filling gaps or extending knowledge and performance gaps decrease.			
5) Systematically analyze student data and tailor instruction to meet individual students' needs through the RtI/SSC process and periodic Data Study Team meetings.	Administration, specialists, teachers	Personalized student learning pathways			
6) Systematically analyze student data and tailor instruction to meet individual students' needs through the RtI/SSC process and periodic Data Study Team meetings.	administration, specialist, teachers	personalized student learning pathways			



= Accomplished



= No Progress



= Discontinue

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

Campus Improvement Team

Committee Role	Name	Position
Administrator	Kathleen Jeremiassen	Principal
Administrator	Angela McNeil	Assistant Principal
District-level Professional	Sara Vercher	Care Coach
Parent	Laura Whiteley	Parent
Parent	Adriana Bain	Parent
Parent	Matt Fuqua	Parent
Parent	John Keck	Parent
Parent	Amy Reeves	Parent
Classroom Teacher	Anne Smalling	Fourth Grade
Classroom Teacher	Tori Moxley	Fifth Grade
Classroom Teacher	Sandy Gonzales	Pre-K/Kinder
Business Representative	Olu Olojo	Business Representative
Non-classroom Professional	Dana Carter	AIM/Sp. Ed. representative
Classroom Teacher	Gina Dixon	Specials Team representative
Classroom Teacher	Brandi Ratliff	First Grade
Classroom Teacher	Ann Shepherd	Second Grade
Classroom Teacher	Clarissa Sekimoto	Third Grade

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
1	1	5			\$3,000.00
1	1	8			\$2,000.00
1	1	9			\$2,000.00
1	1	10			\$2,000.00
1	1	11			\$2,000.00
3	1	8			\$1,000.00
4	1	3			\$1,184.00
Sub-Total					\$15,184.00
Budgeted Fund Source Amount					\$15,184.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$42.50
4	1	3			\$42.50
Sub-Total					\$85.00
Budgeted Fund Source Amount					\$85.00
+/- Difference					\$0
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$331.50
4	1	3			\$331.50
Sub-Total					\$663.00
Budgeted Fund Source Amount					\$663.00

					+/- Difference	\$0
199 PIC 25 - ESL/Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	1	1			\$92.50	
4	1	3			\$92.50	
					Sub-Total	\$185.00
					Budgeted Fund Source Amount	\$185.00
					+/- Difference	\$0
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1			\$2,000.00	
1	1	2			\$1,000.00	
1	1	5			\$1,000.00	
1	1	10			\$2,000.00	
2	1	1			\$1,000.00	
3	1	3			\$1,000.00	
4	1	2			\$1,330.00	
					Sub-Total	\$9,330.00
					Budgeted Fund Source Amount	\$9,330.00
					+/- Difference	\$0
					Grand Total	\$25,447.00