Spring Branch Independent School District

Memorial Drive Elementary School

2019-2020 Campus Improvement Plan

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

Mission Statement

The mission at Memorial Drive Elementary School is to ensure high levels of learning for all.

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

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Needs Assessment Overview

Multiple data sources (MAP, STAAR, COMPASS, & PANDORA):

- MAP: From 2017-18 to 2018-19, MDE grew in both Achievement and Growth in all MAP tested areas.
- STAAR: Overall

Domain	2018	2019
Overall	94 (A)	95 (A)
Student Achievement	92	93
School Progress	82	88
Academic Growth	82	87
Relative Performance	76	81

Indicator	MDE Quartile 2018	Score Pt. Diff. From Q1 in 2018	MDE Quartile 2019	Score Pt. Diff. From Q1 in 2019
Attendance Rate	Q2	-.2	Q1	0
Comparative Academic Growth	Q4	-9	Q3	-3
Comparative Closing Growth	Q1	0	Q1	0

Indicator	MDE Quartile 2018	Score Pt. Diff. From Q1 in 2018	MDE Quartile 2019	Score Pt. Diff. From Q1 in 2019
Accelerated St. Growth in ELA/Reading	Q2	-3	Q3	-7
Accelerated St. Growth in Mathematics	Q4	-16	Q1	0

Indicator	MDE Quartile 2018	Score Pt. Diff. From Q1 in 2018	MDE Quartile 2019	Score Pt. Diff. From Q1 in 2019
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	Q2	-7.5	Q2	-5
Pct of Gr. 3-5 Results at Meets Gr. Level or Above in Both Reading & Math	Q3	-10	Q3	-6

Demographics

Demographics Summary

Memorial Drive Elementary serves a multi-generational community. MDE's first day enrollment for 2019-20 was 420 students, with the following ethnicity percentages (rounded to nearest percent):

- Asian 11%
- Black 1%
- White 63%
- Hispanic 18%
- Two or More 7%
- GT 19%
- CBE 2%
- SPED 6%
- 504 6%
- EL 8%

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- 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

Parent/Community Data

- Parent engagement 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 2020, at least 73% of MDE students will meet or exceed growth expectation on MAP Math and 65% of MDE students will meet or exceed growth expectation on MAP Reading.

2018-19: Reading - 63% met CGI; Math - 71 % met CGI
2017-18: Reading - 61% met CGI; Math - 62 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Staff will use itslearning to effectively plan instruction and meet regularly with their teams and support personnel to differentiate for all students through PLCs.	Administrators, Specialist, Librarian, Teachers, Guiding Coalition	Curricula are effectively taught, lesson plans reflect differentiated planning to meet all student needs. We expect student growth to increase.	60%	70%	85%
Funding Sources: 199 PIC 99 - Undistributed - 3260.00, 199 PIC 11 - Instructional Services - 2299.00					
2) MDE PTA will fund substitutes for a half-day of planning time for every grade level content teacher each 9 weeks. Additionally MDE will have 3 early release days for team planning and PLC. The work will center around Units of Study and road mapping for math and science.	Administrators, Teachers, Guiding Coalition	Teachers' preparation will be improved by allowing time for planning to meet students' needs. Instruction will be aligned to TEKS. Teams will collaborate to meet the needs of students' (small groups, assessments, and common grades). Academic growth is expected.	100%	100%	100%
Funding Sources: 485 - Donations - 7300.00, 199 PIC 99 - Undistributed - 1000.00					
3) On a 4-6 week cycle, MDE will analyze student data and tailor instruction to meet students' needs through the RtI/SSC process and periodic Data Study Team meetings.	Administrators, Teachers, Specialists, Counselor	RTI Instruction and SSC decisions will meet students' academic needs and academic growth will increase.	45%	65%	85%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
4) MDE will further the work of PLC by training the guiding coalition to train staff and facilitate team meetings with PLC protocols, and develop non-negotiable norms which will be addressed during all meetings.	Administrators, Team leaders, Teachers, Specialists, Guiding Coalition	Team and campus meetings will be more effective in helping to drive high levels of learning for all students. Academic growth is expected to increase.	45%	65%	90%
5) through the guiding coalition, MDE will focus on high-quality instruction spelled out an instructional framework including TEKS-based planning, communicating objectives to students, using flexible small grouping, and responding to results garnered in formative/ summative assessment.	Administrators, Specialists, Guiding coalition, Teachers	Teachers will use proficiency scales, rubrics, and assessments to inform instruction. Teachers will facilitate student goal setting to build engagement, ownership, and build and exceed mastery. Student growth is expected to increase.	35%	55%	90%
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, Specialist, Guiding Coalition	Strengthen math instruction and build teacher capacity to increase rigorous math instruction. Students will increase critical problem solving and numerical fluency. Academic growth is expected.	45%	75%	90%
Funding Sources: 199 PIC 11 - Instructional Services - 2699.00					
7) Strengthen science instruction through teachers participation in CAST Conference, campus and district PD and instructional planning with the specialist. Teachers will be trained to use student accounts in EduSmart.	Administrators, Science Specialist, Teachers	Strengthen science instruction and build teacher capacity to increase rigorous and hands on science instruction. Students will increase critical thinking and scientific knowledge. Academic growth is expected.	45%	65%	85%
8) Systematically review teacher's MAP, STAAR, PSA, and reading level data from 2018-2019 school year continuing through 2019-2020 school year and make individual teacher and grade level goals, as well as PD plans, designed to improve performance.	Administrators, Teachers, Guiding Coalition, Specialists	Teachers will have UOS reading stamina, level goals, and running records for reading and math fluency and problem solving goals for math.	45%	65%	90%
Funding Sources: 199 PIC 11 - Instructional Services - 2000.00					
9) Use adaptive software such as Dreambox, Prodigy, Think Through Math, Raz Kids, EduSmart, Istation, and MAP learning pathways to personalize instruction according to student needs.	Administrators, Teachers, Specialists	instruction students receive meets their needs by filling gaps or extending knowledge and academic growth increases	75%	80%	90%

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

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.
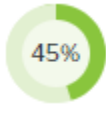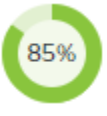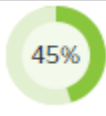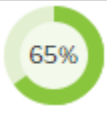
Performance Objective 1: By June 2020, at least 81% of 3-5 graders will respond favorably on the School Teacher-Student Relationships and at least 78% of 3-5 graders will respond favorably on the School Belonging elements of the Panorama survey. Additionally, MDE will increase Overall School Connectedness by 2% points (to 79%).
2018-19: Teacher-Student Relationships - 79%; School Belonging - 76; Overall School Connectedness - 77%
2017-18: Teacher-Student Relationships - 76%; School Belonging - 71%; Overall School Connectedness - 72%

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) School-wide support for team-building initiatives including No Place for Hate, Kindness Week, Bucket Filling, Grit, Mindset, Restorative Circles, and Respect agreements.	Counselor, Administrators, Specialist, Teachers, Guiding Coalition	Positive climate and increased sense of student connectedness.	50%	80%	90%
Funding Sources: 199 PIC 99 - Undistributed - 1000.00					
2) Continue to emphasize the 5 Be's with all students and create "Look for behaviors" for specific campus areas. Continue to use and build on campus wide expectations for student and staff behaviors.	Administrators, Counselor, Teachers, Guiding Coalition	Students can speak to the 5 Be's and implement them at all areas of the campus. Reviewed and taught by teachers and student council, to be shared on the morning news or at different school wide events.	50%	75%	90%
3) Help students build up their abilities to persevere as well as develop their sense that they can impact their own educational outcomes. 1) Students will use personal data to set goals for math and reading. 2) Make sure teachers are prepared to discuss these topics and support their students in building these mindsets and grit skills.	Administrators, Counselor, Teachers, Specialists, and Guiding Coalition	Students feel empowered as learners and connected to school by using goal setting (reading stamina, reading stamina, proficiency scale, mountain man) and mindset statements.	45%	60%	85%
4) Engage students in consistent social-emotional lessons across grade levels and meet with individuals (RTI/SSC) and groups requiring special attention to promote positive relationships between and among students and staff.	Counselor, Campus SSC team, Teachers	Students feel connected to the school and the people at the school. Counselor and teachers collaborate to form behavior/social plans for student success through the RTI/SSC process.	45%	65%	85%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
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), Student Council, DARE, visiting authors, and Junior Achievement.	Administrators, Teachers, Librarian, Guiding Coalition	Student participation in programs leads to students feeling connected to the school with opportunities for growth in leadership.	65%	75%	85%
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.	45%	75%	90%

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

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

Performance Objective 1: By June 2020, at least 78% of Memorial Drive Elementary students will perform at post-secondary 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).

2018-19: 76% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 77% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Jan**	**Mar**
1) Staff will use itslearning to effectively plan instruction and meet regularly with their teams and support personnel to differentiate for all students through PLCs.	Administrators, Specialist, Librarian, Teachers, Guiding Coalition	Curricula are effectively taught, lesson plans reflect differentiated planning to meet all student needs. We expect student growth to increase.	45%	65%	85%
Funding Sources: 199 PIC 99 - Undistributed - 1000.00, 199 PIC 11 - Instructional Services - 2000.00, 199 PIC 21 - Gifted & Talented - 482.00					
2) MDE PTA will fund substitutes for a half-day of planning time for every grade level content teacher each 9 weeks. Additionally MDE will have 3 early release days for team planning and PLC. The work will center around Units of Study and road mapping for math and science.	Administrators, Teachers, Guiding Coalition	Teachers' preparation will be improved by allowing time for planning to meet students' needs. Instruction will be aligned to TEKS. Teams will collaborate to meet the needs of students' (small groups, assessments, and common grades). Academic growth is expected.	100%	100%	100%
Funding Sources: 485 - Donations - 7300.00, 199 PIC 99 - Undistributed - 1000.00					
3) On a 4-6 week cycle, MDE will analyze student data and tailor instruction to meet students' needs through the RtI/SSC process and periodic Data Study Team meetings.	Administrators, Teachers, Specialists, Counselor	RTI Instruction and SSC decisions will meet students' academic needs and academic growth will increase.	45%	65%	85%
4) MDE will further the work of PLC by training the guiding coalition to train staff and facilitate team meetings with PLC protocols, and develop non-negotiable norms which will be addressed during all meetings.	Administrators, Team leaders, Teachers, Specialists, Guiding Coalition	Team and campus meetings will be more effective in helping to drive high levels of learning for all students. Academic growth is expected to increase.	45%	65%	90%
5) Through the guiding coalition, MED will focus on high-quality instruction spelled out an instructional framework including TEKS-based planning, communicating objectives to students, using flexible small grouping, and responding to results garnered in formative/ summative assessment.	Administrators, Specialists, Guiding coalition, Teachers	Teachers will use proficiency scales, rubrics, and assessments to inform instruction. Teachers will facilitate student goal setting to build engagement, ownership, and build and exceed mastery. Student growth is expected to increase.	35%	55%	90%
Funding Sources: 199 PIC 11 - Instructional Services - 3000.00, 199 PIC 99 - Undistributed - 1000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
6) Strengthen math instructional strategies through professional development including staff vertical teams for PD and work with the students for increasing numerical understanding.	Administrators, Specialist, Guiding Coalition	Strengthen math instruction and build teacher capacity to increase rigorous math instruction. Students will increase critical problem solving and numerical fluency. Academic growth is expected.	45%	75%	90%
7) Strengthen science instruction through teachers participation in CAST Conference, campus and district PD and instructional planning with the specialist. Teachers will be trained to use student accounts in EduSmart.	Administrators, Science Specialist, Teachers	Strengthen science instruction and build teacher capacity to increase rigorous and hands on science instruction. Students will increase critical thinking and scientific knowledge. Academic growth is expected.	45%	65%	85%
8) Systematically review teacher's MAP, STAAR, PSA, and reading level data from 2018-2019 school year continuing through 2019-2020 school year and make individual teacher and grade level goals, as well as PD plans, designed to improve performance.	Administrators, Teachers, Guiding Coalition, Specialists	Teachers will have UOS reading stamina, level goals, and running records for reading and math fluency and problem solving goals for math.	45%	65%	90%
	Funding Sources: 199 PIC 11 - Instructional Services - 2000.00				
9) Use adaptive software such as Dreambox, Prodigy, Think Through Math, Raz Kids, EduSmart, Istation, and MAP learning pathways to personalize instruction according to student needs.	Administrators, Teachers, Specialists	instruction students receive meets their needs by filling gaps or extending knowledge and academic growth increases	75%	80%	90%
	Funding Sources: 199 PIC 11 - Instructional Services - 2000.00				
100% = Accomplished 0% = No Progress ✗ = Discontinue					

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 2020, Memorial Drive Elementary will close existing gaps in post secondary readiness by at least 5% between Hispanic/non-Hispanic and Economically Disadvantaged/non-Economically Disadvantaged while all performance improves. By June 2020, Memorial Drive Elementary will maintain 100% on closing achievement gaps on STAAR.

2018-19: Hispanic 60%, non- Hispanic 79%; Economically Disadvantaged 71%, non-Economically Disadvantaged 78%
2017-18: Hispanic 73%, non- Hispanic 78%; Economically Disadvantaged 52%, non-Economically Disadvantaged 80%

2018-19: 100%
2017-18: 100%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

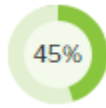| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Use adaptive software such as Dreambox, Prodigy, Think Through Math, iStation Reading, Raz Kids, and MAP learning pathways to personalize instruction according to student needs.	Administrators, Guiding Coalition, Specialists, Teachers	Students will receive personalized instruction and practice that meets their specific needs. Student achievement is expected.	75%	80%	90%
Funding Sources: 199 PIC 99 - Undistributed - 1000.00					
2) Systematically analyze student data and tailor instruction to meet individual students' needs through the RtI/SSC process and periodic Data Study Team meetings. As well as comparing achievement across student population groups to reflect equity in instructional practices.	Administration, Specialists, Teachers, Guiding Coalition	Staff will collaborate in PLC to evaluate data and make instructional decisions to meet student needs, and reflect on achievement across population groups. Staff will meet in 4-6 week RtI/SSC cycles. Teachers will utilize equitable classroom practices.	45%	65%	90%
Funding Sources: 199 PIC 23 - Special Education - 390.00, 199 PIC 24 - At Risk - 1460.00, 199 PIC 25 - ESL/Bilingual - 740.00, 199 PIC 35 -PreK Bilingual - 1000.00					
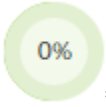
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
3) Help students build up their abilities to persevere as well as develop their sense that they can impact their own educational outcomes. 1) Students will use personal data to set goals for math and reading. 2) Make sure teachers are prepared to discuss these topics and support their students in building these mindsets and grit skills.	Administrators, Counselor, Teachers, Specialists, and Guiding Coalition	Students feel empowered as learners and connected to school by using goal setting (reading stamina, reading stamina, proficiency scale, mountain man) and mindset statements.	45%	55%	85%
4) Develop/Strengthen/Monitor capacity in teachers, grade levels, and departments to support measurable growth in reading proficiency: -TCRWP Lucy Calkins reading levels -Running records -Reading STAAR results -Reading intervention for targeted students -Flexible small group instruction -SSC process	Administration Interventionists Librarian Teachers ELA Director Guiding Coalition		35%	55%	90%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

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

Performance Objective 1: MDE will meet all compliance timelines and reporting requirements.

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) STATE COMP EDUCATION: Provide supplemental At-Risk services/support in the following content areas: ELA, Math, Science, Social Studies, ELL Intervention	District Personnel Teachers Interventionists Administration	Compliance and meeting student needs	45%	65%	90%
2) Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	Diagnostician/SLP Administration SPED Case Managers Teachers	Compliance and meeting student needs	45%	65%	90%
3) Conduct continuous annual program evaluation (SPED, G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision.	Administration Counselor Diagnostician/SLP CIT members SPED teachers ESL Teachers GT Teachers Librarian Interventionists	Compliance and meet student needs	45%	75%	90%
100% = Accomplished		0% = No Progress		✕ = Discontinue	

Campus Improvement Team

Committee Role	Name	Position
Administrator	Kathleen Jeremiassen	Principal
Administrator	Angela McNeil	Assistant Principal
Parent	Amy Reeves	Parent
Parent	Matt Fuqua	Parent
Parent	Carter Bechtol	Parent
Classroom Teacher	Dana Carter	Teacher
Classroom Teacher	Nadia Deans	Teacher
Classroom Teacher	Brandi Ratliff	Teacher
Classroom Teacher	Clarissa Sekimoto	Teacher
Classroom Teacher	Amanda Gerber	Teacher
Classroom Teacher	Carson Bell	Teacher
Classroom Teacher	Kim Kinard	Teacher
Classroom Teacher	Naz Kaya-Erdal	Teacher
Business Representative	John Pisklak	Business Representative
District-level Professional	Sara Vercher	District Representative

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$2,299.00
1	1	5			$3,000.00
1	1	6			$2,699.00
1	1	8			$2,000.00
3	1	1			$2,000.00
3	1	5			$3,000.00
3	1	8			$2,000.00
3	1	9			$2,000.00
				Sub-Total	$18,998.00
				Budgeted Fund Source Amount	$18,998.00
				+/- Difference	$0

199 PIC 21 - Gifted & Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			$482.00
				Sub-Total	$482.00
				Budgeted Fund Source Amount	$482.00
				+/- Difference	$0

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			$390.00
				Sub-Total	$390.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$390.00
				+/- Difference	$0

199 PIC 24 - At Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		1,460.00	$1,460.00
				Sub-Total	$1,460.00
				Budgeted Fund Source Amount	$1,460.00
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			$740.00
				Sub-Total	$740.00
				Budgeted Fund Source Amount	$740.00
				+/- Difference	$0

199 PIC 35 -PreK Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			$1,000.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$3,260.00
1	1	2			$1,000.00
1	1	5			$1,000.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			$1,000.00
3	1	1			$1,000.00
3	1	2			$1,000.00
3	1	5			$1,000.00
4	1	1			$1,000.00
				Sub-Total	$10,260.00
				Budgeted Fund Source Amount	$10,260.00
				+/- Difference	$0
				Grand Total	$33,330.00