

Birmingham Elementary



2009-2010

Campus Improvement Plan

Positive beliefs lead to positive actions.

Jon Gordon

Grade Level: Pre-K

Goal #1: Pre-K students will demonstrate growth in math, vocabulary development, letter recognition, and phonological skills from the beginning of the year to the end of the year using CIRCLE assessment data.

Strategies: Incorporate whole group and small group instruction for math skills, vocabulary development and phonemic awareness. Practice letter identification daily. Provide opportunities daily for writing skills to develop.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>BOY</u> | <u>MOY</u> | <u>EOY</u> |
|---------------------------------|-------------------------------------|------------------------|------------|------------|------------|
| Pre-K teacher and support staff | Grade level budget Resource Room | CIRCLE Report Cards | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Grade Level: Kindergarten

Goal #1: Kindergarten students will be developed in science.

Strategies: Use district curriculum to increase student understanding of life, earth, and physical sciences. Incorporate science labs to develop application of process skills. Increase student understanding and usage of science vocabulary through hands-on experiences. Improve scores on CBA 3 (77%) and CBA 9 (59%) to 90%.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11/12</u> |
|--|-------------------------------------|------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|--------------|
| Kindergarten teachers Support staff | Grade level budget Resource Room | CBA's Report Card | 94% | | | | | | | | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Goal #2: Kindergarten students will be developed in the areas of counting, number identification, quantity discrimination, problem solving, and combining/separating sets.

Strategies: Use problem of the day and logical thinking activities. Incorporate "draw a picture" and "act it out" problem solving strategies. Focus on usage of manipulatives with concrete applications. Practice counting and identifying numeral flashcards daily. Progress monitor at-risk students bi-weekly using mClass Math.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>BOY</u> | <u>MOY</u> | <u>EOY</u> |
|---|--|------------------------|------------|------------|------------|
| Kindergarten teachers Support Staff Reading/Math Specialist- Laura Moore | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | mClass Math | 83% | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Goal #3: Kindergarten students will be developed in all areas of phonemic awareness (listening, rhyming, blending, and segmenting) and reading at a DRA Level 3 or higher.

Strategies: Use daily phonemic awareness instruction and weekly word making activities. Implement small group instruction tailored to individual student's needs. Progress monitor at-risk students bi-weekly using TPRI progress monitoring.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | BOY | MOY | EOY |
|---|--|--|------------|------------|------------|
| Kindergarten teachers Support Staff Reading/Math Specialist- Laura Moore | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | TPRI Phonemic Awareness Assessment DRA | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Grade Level: First Grade

Goal #1: The number of students determined at-risk on the beginning of the year administration of TPRI will decrease by 50% on the end of year administration of TPRI. Students will be reading on a DRA Level 16 or higher or demonstrate a year's growth or more from their beginning of the year level.

Strategies: Incorporate activities from TPRI Intervention Guide during small group instruction. Provide tutoring for students who are performing below grade level. Include small group instruction time with support staff. Progress monitor at-risk students bi-weekly using TPRI progress monitoring.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | BOY | MOY | EOY |
|--|--|------------------------|------------|------------|------------|
| First Grade teachers Support Staff Reading/Math Specialist- Laura Moore | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | TPRI | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Goal #2: All students will score "emerging" or "established" in the area of fluency (number facts) on mClass Math assessment.

Strategies: Use mClass Math intervention strategies. Incorporate daily fluency practice using Kim Sutton materials. Provide tutoring for students who demonstrate a deficit. Use small group instruction with classroom teacher and/or support staff based on student needs. Progress monitor at-risk students bi-weekly using mClass Math.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | BOY | MOY | EOY |
|--|--|------------------------|------------|------------|------------|
| First Grade teachers Support Staff Reading/Math Specialist- Laura Moore | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | mClass Math | 79% | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Grade Level: Second Grade

Goal #1: Second grade students will demonstrate improved math skills based on the beginning of the year assessment and end of the year assessment. The target will be 70% established by MOY and 90% established by EOY.

Strategies: Intentionally plan and implement early interventions to increase student performance. Use informal and formal data to drive planning for large and small group instruction. Utilize intervention labs. Progress monitor at-risk students bi-weekly using mClass Math.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>BOY</u> | | | | <u>MOY</u> | | | | <u>EOY</u> | | | |
|---|--|------------------------|------------|---|---|---|------------|---|---|---|------------|----|-------|--|
| Second Grade teachers Support Staff Reading/Math Specialist- Laura Moore | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | mClass Math | 17% | | | | | | | | | | | |
| | | CBAs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11/12 | |
| | | | 24% | | | | | | | | | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Goal #2: Second grade students will demonstrate improved reading skills based on the beginning of the year assessments and end of the year assessments. The target will be 70% developed by MOY and 90% developed by EOY. Students will be reading on a DRA Level 28 or higher or demonstrate a year's growth or more from their beginning of the year level.

Strategies: Intentionally plan and implement early interventions to increase student performance. Use informal and formal data to drive planning for large and small group instruction. Utilize intervention labs. Progress monitor at-risk students bi-weekly using TPRI progress monitoring.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>BOY</u> | | | | <u>MOY</u> | | | | <u>EOY</u> | | | |
|---|--|------------------------|------------|--|--|--|------------|--|--|--|------------|--|--|--|
| Second Grade teachers Support Staff Reading/Math Specialist- Laura Moore | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | TPRI | | | | | | | | | | | | |
| | | DRA | | | | | | | | | | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Goal #3: Second grade students will demonstrate improved writing skills on a minimum of four published pieces of writing during the year.

Strategies: Plan and implement writing lessons to develop student's writing skills. Incorporate Writer's Workshop and/or Write Traits. Utilize the support of the Instructional Specialist.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>1st Semester</u> | | | | <u>2nd Semester</u> | | | |
|---|--|------------------------|--------------------------------|--|--|--|--------------------------------|--|--|--|
| Second Grade teachers Support Staff Reading/Math Specialist- Laura Moore | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | Writing Rubrics | | | | | | | | |
| | | Portfolio | | | | | | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
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Grade Level: Third Grade

Goal #1: A minimum of 45% of third grade students will receive a commended score on the Reading TAKS test while maintaining a 90% passing rate in each subgroup. Students will be reading on a DRA Level 38 or higher or demonstrate a year's growth or more from their beginning of the year level.

Strategies: Provide differentiated instruction. Use reading response journals. Incorporate instructional practices such as Daily 5. Implement Literacy Circles to facilitate higher level thinking skills. Progress monitor students as needed bi-weekly using TPRI progress monitoring.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>BOY (Benchmark)</u> | | <u>MOY (Benchmark)</u> | | <u>EOY (TAKS)</u> | |
|---|--|-------------------------------|-------------------------------|-----------|-------------------------------|-----------|--------------------------|-----------|
| Third Grade teachers Support Staff Reading/Math Specialist- Laura Moore SPED/ELL teachers | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | | Passing | Commended | Passing | Commended | Passing | Commended |
| | | TAKS (Overall) | | | | | | |
| | | African American | | | | | | |
| | | Hispanic | | | | | | |
| | | White | | | | | | |
| | | Economically Disadvantaged | | | | | | |
| | | At-Risk SPED ELL | | | | | | |
| DRA | | | | | | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|-------------------------------|--|---------------------------------|--|
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Goal #2: Ninety percent of third grade students will master numeracy expectations as measured by mClass Math.

Strategies: Use mClass intervention strategies to plan small group instruction to be implemented by classroom teacher and/or support staff. Provide tutoring for students who are demonstrating a deficit. Incorporate daily math fluency practice. Utilize intervention labs. Progress monitor at-risk students bi-weekly using mClass Math.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>BOY</u> | <u>MOY</u> | <u>EOY</u> |
|---|--|-------------------------------|-------------------|-------------------|-------------------|
| Third Grade teachers Support Staff Reading/Math Specialist- Laura Moore SPED/ELL teachers | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | mClass Math (Overall) | 55% | | |
| | | At-Risk | | | |
| | | SPED | | | |
| | | ELL | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|-------------------------------|--|---------------------------------|--|
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Goal #3: Third grade students will achieve an overall Math TAKS passing rate of 90%, including 90% in all subgroups.

Strategies: Incorporate daily problem solving. Provide tutoring based on student need. Use small group instruction with classroom teacher and/or support staff based on student needs.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>BOY (Benchmark)</u> | <u>MOY (Benchmark)</u> | <u>EOY (TAKS)</u> |
|--|--|----------------------------|------------------------|------------------------|-------------------|
| Third Grade teachers Support Staff Reading/Math Specialist- Laura Moore | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | TAKS (Overall) | | | |
| | | African American | | | |
| | | Hispanic | | | |
| | | White | | | |
| | | Economically Disadvantaged | | | |
| | | At-Risk SPED ELL | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Goal #4: Third grade students will demonstrate improved writing skills on a minimum of six compositions during the year.

Strategies: Plan and implement writing lessons to develop student's writing skills. Incorporate Writer's Workshop and/or Write Traits. Utilize the support of the Instructional Specialist.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>1st Semester</u> | <u>2nd Semester</u> |
|--|--|------------------------------|--------------------------------|--------------------------------|
| Third Grade teachers Support Staff Reading/Math Specialist- Laura Moore | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | Writing Rubrics Portfolio | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Grade Level: Fourth Grade

Goal #1: Fourth grade students will achieve a 95% overall Reading TAKS passing rate and increase the passing rate of all subgroups to at least 90%. Students will be reading on a DRA Level 38 or higher or demonstrate a year's growth or more from their beginning of the year level.

Strategies: Use informal and formal data to drive planning for large and small group instruction. Incorporate differentiated instruction. Provide tutoring based on individual student need.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>BOY (Benchmark)</u> | <u>MOY (Benchmark)</u> | <u>EOY (TAKS)</u> | | |
|--|--|----------------------------|------------------------|------------------------|-------------------|--|--|
| Fourth Grade teachers Support Staff Reading/Math Specialist- Laura Moore SPED/ELL teachers | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | TAKS (Overall) | | | | | |
| | | African American | | | | | |
| | | Hispanic | | | | | |
| | | White | | | | | |
| | | Economically Disadvantaged | | | | | |
| | | At-Risk | SPED | ELL | | | |
| | | DRA | | | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Goal #2: Fourth grade students will achieve an overall Writing TAKS passing rate of 90% and a minimum of 90% passing in each subgroup.

Strategies: Utilize a variety of graphic organizers. Provide weekly revising and editing practice. Conference with individual students to provide coaching and feedback. Provide small group instruction.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>BOY (Benchmark)</u> | <u>MOY (Benchmark)</u> | <u>EOY (TAKS)</u> |
|---|--|----------------------------|------------------------|------------------------|-------------------|
| Fourth Grade teachers Support Staff Reading/Math Specialist- Laura Moore | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | TAKS (Overall) | | | |
| | | African American | | | |
| | | Hispanic | | | |
| | | White | | | |
| | | Economically Disadvantaged | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
| | | | |

Goal #3: Fourth grade students will achieve an overall Math TAKS passing rate of 90%, including 90% in all subgroups.

Strategies: Use informal and formal data to drive planning for large and small group instruction. Provide daily problem solving. Incorporate differentiated instruction. Provide tutoring based on individual student need.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>BOY (Benchmark)</u> | | | <u>MOY (Benchmark)</u> | | | <u>EOY (TAKS)</u> | | |
|--|--|----------------------------|------------------------|--|--|------------------------|--|--|-------------------|--|--|
| Fourth Grade teachers Support Staff Reading/Math Specialist- Laura Moore SPED/ELL teachers | Grade level budget Resource Room 1 FTE from NCLB Title 1 Funds | TAKS (Overall) | | | | | | | | | |
| | | African American | | | | | | | | | |
| | | Hispanic | | | | | | | | | |
| | | White | | | | | | | | | |
| | | Economically Disadvantaged | | | | | | | | | |
| | | At-Risk SPED ELL | | | | | | | | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Parent Involvement

Goal #1: All Birmingham families will participate in a minimum of one parent/teacher conference during the school year.

Strategies: Schedule Fall Conferences with every parent. Schedule Spring Conferences with parents as needed. Contact parents throughout the school year as academic or behavioral needs indicate a need.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>EOY</u> | | |
|---------------------------|----------------------------|--------------------------------|------------------------|-----------------------|-----------------------|
| All professional staff | Campus budget | Parent/Teacher Conference Logs | Parent Participation % | | |
| | | | PreK | Kindergarten | 1 st Grade |
| | | | 2 nd Grade | 3 rd Grade | 4 th Grade |
| | | | Life Skills | Overall | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Goal #2: Parents of at-risk and/or Title 1 students will participate in parent training which supports a home-school connection in reading and math.

Strategies: Schedule parent training sessions once each semester. Utilize PAT Bags. Provide materials for easy access in Parent Resource Room.

| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Assessment Tool</u> | <u>1st Semester</u> | <u>2nd Semester</u> |
|--|--|--|--------------------------------|--------------------------------|
| Principal/Asst. Principal Reading/Math Specialist- Laura Moore Teacher Volunteers | Campus budget 1 FTE from NCLB Title 1 Funds | Parent Sign In Sheets (% of participation) | | |
| | | Resource Room Log (% of participation) | | |

Summative Data:

| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
|------------------------|---------------------------------|--------------------------|---------------------------------|
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Safe and Positive Learning Environment

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|--|--|--|--|
| Goal #1: Birmingham Elementary staff members will provide a safe facility to create a positive learning environment for all students. | | | |
| <u>Person Responsible</u> | <u>Funding Allocations</u> | <u>Strategies</u> | <u>Comments on Progress/Success</u> |
| Principal/Asst. Principal Counselor | Campus budget PTA donations | Provide drug, fire prevention and bicycle safety awareness programs throughout the year. | |
| Principal/Asst. Principal Advisory Council All staff members | Campus budget | Review and update Crisis Plan throughout the school year. | |
| Principal/Asst. Principal Advisory Council All staff members | Campus budget | Practice fire, tornado, and lock down drills throughout the school year. | |
| Asst. Principal | Campus budget PTA donations | Utilize the WatchDOG program. | |
| Technology Applications teacher Classroom teachers | Campus budget | Instruct students in cyber safety and appropriate use of technology for learning purposes. | |
| Classroom teachers PE teacher | Campus budget | Provide instruction so that students will identify and practice healthy habits on a daily basis. | |
| Principal/Asst. Principal Professional staff members | Campus budget | Monitor students who are placed in the DAEP to prevent over-representation of students of students from economically disadvantaged families and students with a disability who receive special education and limited English proficiency services. | |
| <u>Summative Data:</u> | | | |
| <u>Assessment Tool</u> | <u>Summative Data (Results)</u> | <u>Was the goal met?</u> | <u>Next Step toward success</u> |
| | | | |