



Birmingham Elementary

2008-2009

Campus Improvement Plan

A journey of a thousand miles begins with a single step.

-Lao Tzu

Grade Level: Kindergarten

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

Strategies: Use district curriculum, science notebooks, and science labs to increase student understanding of scientific principles and student use of vocabulary. Post essential questions.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6	7	8	9	10	11/12
All Kindergarten teachers and support staff	Grade level budget money Resource Room	CBA's Report Card	87%	92%	77%	93%	86%	82%	90%	90%	59%	98%	74%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
CBA Yearly Average	84%	Yes	

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 Marcy Cook lessons. Practice counting and identifying number flashcards daily. Incorporate “draw a picture” and “act it out” problem solving strategies. Focus on usage of manipulatives with concrete applications.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	BOY	MOY	EOY
All Kindergarten teachers and support staff	Grade level budget money Resource Room AMI funds	mClass Math Assessment Formative assessments/Report cards	88%	95%	93%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
mClass	93%	Yes	Strengthen small group math instruction.

Goal #3: Kindergarten students will be developed in all areas of phonemic awareness (listening, rhyming, blending, and segmenting).

Strategies: Use daily phonemic awareness instruction and weekly word making activities. Implement small group instruction tailored to individual student's needs.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	BOY	MOY	EOY
All Kindergarten	Grade level budget money	Phonemic Awareness			

teachers and support staff Title 1 Reading Specialist, Laura Moore	Resource Room ARI funds Title 1 Funds	Assessment TPRI DRA	74%	79%	95%
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Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
DRA	77% Readers 23% Non-readers	Yes	Increase percentage of readers to 100%

Grade Level: First Grade

Goal #1: All first grade students will master 70% of Science CBAs.

Strategies: Incorporate process skills weekly. Incorporate content specific vocabulary into science instruction as outlined in district curriculum.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6	7	8	9	10	11/12
All First Grade teachers and support staff	Grade level budget money Resource Room	CBAs Lesson plans Report Cards	51%	66%	96%	96%	82%	86%	81%	87%	73%	86%	87%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
CBA Yearly Average	81%	Yes	Implement more labs. Direct teach process skills. Implement 5E instructional model.

Goal #2: All first grade students will be developed in math as determined by math rubric and mClass Math Assessment.

Strategies: Incorporate process and problem solving skills in instruction a minimum of two times a week. Implement problem of the day. Use mClass Math intervention strategies.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	BOY	MOY	EOY
All First Grade teachers and support staff	Grade level budget money AMI funds	Math Rubric mClass Math Assessment Report Cards	83%	91%	95%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
mClass Math Assessment (EOY)	95%	No	Daily use of problem solving strategies and small group instruction. Fluency

for addition and subtraction facts.

Grade Level: Second Grade

Goal #1: All second grade students will demonstrate improved math skills from BOY to EOY (MOY 50%, EOY 75%).

Strategies: Incorporate Kim Sutton problem solving strategies, Marcy Cook logical thinking activities, and *Target the Question*. Use mClass Math intervention strategies.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
All second grade teachers and support staff	Grade level budget money Resource Room	CBAs mClass Math Assessment	61%	92%	79%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
mClass Math Assessment (EOY)	79%	Yes	Plan and implement early interventions; use data to drive small group instruction

Goal 2: All second grade students will publish a minimum of five pieces of writing during the year.

Strategies: Plan effective writing lessons to develop student's writing skills. Incorporate the use of Writer's Workshop. Utilize the support of the Instructional Specialist.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>Oct.</i>	<i>Jan.</i>	<i>Feb.</i>
All second grade teachers Title 1 Reading Specialist, Laura Moore	Grade level budget money Title 1 Funds	Writing rubrics Student's published writing	1 published piece per child	2 published pieces per child (Total of 3)	2 published pieces per child (Total of 5)

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Writing Portfolio	100%	Yes	Write Traits and/or Lucy Calkins training for all team members;

			increase expectations for writing
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Grade Level: Third Grade

Goal #1: Maintain current overall Reading TAKS passing rate while increasing all subgroups to a minimum of 90%.

Strategies: Intentionally plan and implement early interventions to increase student performance. Target struggling subpopulations during small group instruction. Utilize Intervention Labs. Use informal and formal data to drive small group instruction. Invite parents to “Parent Teaching Nights” when skills break down.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
All third grade teachers Intervention Specialist Title 1 Reading Specialist, Laura Moore	ARI/AMI funds Campus budget Title 1 Funds	TPRI data DRA data TAKS Benchmark data Progress monitoring	67%	68%	97%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
TAKS	Overall-99% African American-96% Hispanic-100% White-100% Economically Disadvantaged-100%	Yes	Hold student/parent/teacher conferences; Continue interventions/strategies as stated in goal

Goal #2: Increase overall math TAKS passing rates and increase all subgroups to at least 90%.

Strategies: Intentionally plan and implement early interventions to increase student performance. Target struggling subpopulations during small group instruction. Utilize Intervention Labs. Use informal and formal data to drive small group instruction. Invite parents to “Parent Teaching Nights” when skills break down.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
All third grade teachers Intervention Specialist	ARI/AMI funds Campus budget	mClass Math Assessment TAKS Benchmark data Progress monitoring	67%	84%	92%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
TAKS	Overall-91%	No	Hold student/parent/teacher

	African American-91% Hispanic-100% White-89% Economically Disadvantaged-94%		conferences; Watch data throughout the year and plan accordingly for all subgroups
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Goal #3: Pilot Parent Nights to increase student TAKS scores in Math and Reading.

Strategies: Students will pretest before each math bundle. Determine need for reading assistance using DRA, TPRI, fluency rates, and progress monitoring. Host make-and-take Parent Nights 3-4 times during the school year.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All third grade teachers Parent Education Committee	Campus budget ARI/AMI funds	DRA TPRI Progress monitoring mClass Math Assessment Intervention Lab results	67%	68%	97%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>																		
TAKS	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>99%</td> <td>91%</td> </tr> <tr> <td>African American</td> <td>96%</td> <td>91%</td> </tr> <tr> <td>Hispanic</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>White</td> <td>100%</td> <td>89%</td> </tr> <tr> <td>Econ. Disadvantaged</td> <td>100%</td> <td>94%</td> </tr> </tbody> </table>		Reading	Math	Overall	99%	91%	African American	96%	91%	Hispanic	100%	100%	White	100%	89%	Econ. Disadvantaged	100%	94%	No, pretesting wasn't consistent. Frequency of Parent Night not met.	Host "Game Nights." Establish Parent Involvement committee. Target commended performance as well as low-performing.
	Reading	Math																			
Overall	99%	91%																			
African American	96%	91%																			
Hispanic	100%	100%																			
White	100%	89%																			
Econ. Disadvantaged	100%	94%																			

Grade Level: Fourth Grade

Goal #1: Maintain current overall Reading TAKS passing rates while increasing the passing rate of all subgroups to at least 80%.

Strategies: Provide services from Comprehension/Fluency Labs for students in need of intervention. Utilize small group instruction in the classroom and/or afterschool tutoring.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All fourth grade teachers Intervention Specialists (Paraprofessionals) Title 1 Reading	Campus budget ARI funds Title 1 Funds	Released TAKS for benchmarks ARI	40% 82%	65% 83%	80% 80%

Specialist, Laura Moore				
<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>	
TAKS	Overall-80% African American-63% Hispanic-70% White-88% Economically Disadvantaged-66%	No, overall percentage dropped. Three subgroups were below goal.	Continue small group instruction and after school tutoring.	

<u>Goal #2:</u> Maintain current overall Writing TAKS passing rate while increasing the passing rate of all subgroups to a minimum of 90%.					
<u>Strategies:</u> Use graphic organizers in writing instruction. Students complete weekly editing/revising practice. Small group instruction provided for students in need of assistance.					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All fourth grade teachers	Campus budget	Released TAKS for Benchmark Writing Portfolios	33%	N/A	88%
<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>		
TAKS	Overall-88% African American-71% Hispanic-89% White-90% Economically Disadvantaged-84%	No, three subgroups were below 90% and overall rate was 88%.	Continue weekly revising/editing practice, use graphic organizers, provide small group instruction.		

<u>Goal #3:</u> Maintain current overall Math TAKS passing rates while increasing the passing rate of all subgroups to at least 80%.					
<u>Strategies:</u> Utilize Math Fluency Lab. Incorporate daily problem solving or logic activities. Use small group instruction when appropriate and/or after school tutoring.					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All fourth grade teachers Intervention Specialists (Paraprofessionals)	Campus budget AMI funds	Released TAKS for benchmark	9.8%	38%/63%	89%
<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>
TAKS	Overall-89% African American-69% Hispanic-100% White-91% Economically Disadvantaged-91%	No, all groups met goal except African American.	Continue daily problem solving, small groups, and/or tutoring.

Maintenance Goal

<u>Goal #1:</u> Provide a safe environment to meet all students' needs.					
<u>Strategies:</u> Continue to send staff members to Capturing Kids Hearts training. Implement campus Behavior Management Plan.					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>Aug.-Nov.</u>	<u>Dec.-Feb.</u>	<u>Mar.-May</u>
All faculty and staff members	Campus budget	Office referrals	48	40	67
		ISS placements	33	32	37
		DAEP placements	0	0	0

<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>
Office referrals		Yes	Continue CKH training for staff members