

**Wylie Independent School District**  
**Birmingham Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

We are committed to plan collaboratively and consistently with expectations that all students will grow, and build relationships that foster an environment of success for all students and staff.

## Vision

At Birmingham, we will be intentional, encouraging, and consistent to ensure a safe and nurturing environment that grows ALL Bears to be #simplytheBEST.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Ethnic Groups:

	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
Hispanic	22%	22%	21%	20%	18%	18%
African American	19.7%	21%	26%	23%	24%	21%
White	44.5%	46%	69%	72%	67%	65%
American Indian	<1%	<1%	4%	6%	5 %	7%
Asian	5.4%	6%	9%	6%	8 %	7%
Native Hawaiian/Pa.I	0%	0%	1 student	1%	.4%	0%

	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
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#### Educational At-risk:

Economically Dis.	40.8%	45%	43%	41%	44%	39%
At-Risk			16%	27%	32%	37%

Current enrollment is **527** students. Enrollment numbers have held steady the past four years. The number of students enrolled in the first semester is consistent with the number of students enrolled in the second semester. Campus consists of grades Kindergarten through 4th grade.

#### Demographics Strengths

- Student enrollment has remained steady for the past two years with a slight increase
- Attendance rate 96.7%-97.1 % for the past four years
- Ethnic groups have remained consistent for the past two years with a slight increase

- Overall increase in African American and Hispanic students' academic success in all STAAR tested areas;

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Increase parent involvement in order to help parents better understand how to support their child at home to create a more cohesive parent community. **Root Cause:** With a 45% poverty rate our staff is requiring an understanding of working with families of poverty.

# Student Learning

## Student Learning Summary

EOY testing and STAAR testing did not take place due to COVID-19.

3rd grade Reading: 84% (Approaches); 54% (Meets); 35% (Masters)

3rd grade Math: 81% (Approaches); 54% (Meets); 36% (Masters)

4th grade Reading: 87% (Approaches); 58% (Meets); 32% (Masters)

4th grade Math: 88% (Approaches); 68% (Meets); 46% (Masters)

4th grade Writing: 80% (Approaches); 36% (Meets); 16% (Masters)

Kindergarten 84% met or exceeded End of the year BAS expectations in 2018-19

1st grade: 58% met or exceeded End of the year BAS expectations in 2018-19

2nd grade: 77% met or exceeded End of the year BAS expectations in 2018-19

Kindergarten: 60% met or exceeded End of the Year BAS expectations in 2020-2021

1st grade: 55% met or exceeded End of the Year BAS expectations in 2020-2021

2nd grade: 47% met or exceeded End of the Year BAS expectations in 2020-2021

3rd grade: 17% met or exceeded End of the Year BAS expectations in 2020-2021

## Student Learning Strengths

EOY testing and STAAR testing did not take place due to COVID-19.

# **School Processes & Programs**

## **School Processes & Programs Summary**

How do we use processes and programs to conduct business? procedures, methods and practices?

Teachers work collaboratively with district learning specialists, vertical teaching teams and grade level teaching teams to align instructional practices with our district adopted curriculum. Campus administrators and team leaders work together to support all staff members throughout the school year during classroom walkthroughs and frequent feedback. Teachers are committed to sharing best practices with one another to improve classroom instruction during weekly PLCs.

## **School Processes & Programs Strengths**

Our campus meets consistently in weekly PLCs to share best practices, plan with fidelity, and analyze student data to plan interventions.

# Perceptions

## Perceptions Summary

Collaborative team of teachers, students and parents working together to ensure all students are supported and experience success throughout the school year.

We believe that all students are capable of experiencing success throughout the school year.

## Perceptions Strengths

We provide multiple avenues for parent communication to meet the needs of our Birmingham community. Together with a committee of staff members and parents, we design and host family engagement activities on campus, such as: Bear Boogie (whole school pep rally); Fall and Spring Family Nights (with learning opportunities for families); Spring Field Day; Kindergarten Round-up.

\*Spring Field Day and Kindergarten Round-up did not take place this year due to COVID-19.



# Priority Problem Statements

**Problem Statement 1:** Increase parent involvement in order to help parents better understand how to support their child at home to create a more cohesive parent community.

**Root Cause 1:** With a 45% poverty rate our staff is requiring an understanding of working with families of poverty.

**Problem Statement 1 Areas:** Demographics - Student Achievement - Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback





## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





**Goal 1:** Instill community and ethical values in our students

**Performance Objective 1:** 100% of our students will participate in Wylie Way Days that focus on Respect & Relationships.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement the Wylie Way initiatives focusing on Respect &amp; Relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become more responsible, respectful, and courteous to each other.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Birmingham will implement Social Emotional Learning in all classrooms. Each classroom teacher will be equipped with a SEL kit for their calm down corners. All classrooms will conduct BEAR Share 10 minutes a week where students are freely able to express their thoughts and feelings.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build relationships with peers and teachers which will help them feel safe and supported.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Instill community and ethical values in our students





**Performance Objective 2:** 100% of all Birmingham classrooms will be bully- and violence-free.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement the Wylie Way initiatives focusing on Responsibility, Grit, Hope, and Gratitude by creating Wylie Way implementation plans for school wide focus days.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn to treat others with respect which will help to eliminate violence in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 3:** Attendance rates for the 2021-22 school year will stay consistent to last year's goal.

**Evaluation Data Sources:** Attendance data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Quarterly Award Ceremony to celebrate academic growth, character traits. Students with perfect attendance will be recognized at the end of year awards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will realize the importance of daily attendance at school.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor Attendance Committee</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 4:** At least 75% our parents will participate in school wide events and celebrations.





**Evaluation Data Sources:** Parental attendance at Title 1 and PTA sponsored events, Watch DOG/MOD Squad participation data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Birmingham will host two campus-wide Parent Engagement Nights, fall and spring, as well as a Kindergarten Round-up for incoming Kindergarteners.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are encouraged to participate in their student's educational experience and will know the importance of their involvement in their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Title 1 Facilitator Teachers Family Engagement Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p> <p><b>Funding Sources:</b> Supplies and materials for Parent/Community Events - Title I - 21161639800102024000 - \$1,000</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct face-to-face parent teacher conferences twice a year to update parents about the following: -student progress -challenges -areas of improvement</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be knowledgeable and involved in their child's educations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Host a WatchDog/MOD Squad Program to include adult mentors from all families to be part of our school.</p> <p><b>Strategy's Expected Result/Impact:</b> Moms, Dads, and adult mentors will be part of our school community.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor PTA Board</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> School administrators and parent selected committee will work collaboratively to make changes and adjustments to the Parent Engagement Policy. <b>Strategy's Expected Result/Impact:</b> Increase in Parental Involvement <b>Staff Responsible for Monitoring:</b> Admin Teachers Title 1 Facilitator <b>Title I Schoolwide Elements:</b> 3.1	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 5:** Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities. 100 % of students will participate in 135 minutes of movement each week and 100 % of staff will receive health information through the campus nurse.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The district/campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Fitness Gram Participation in School Community Wellness Events</p> <p><b>Staff Responsible for Monitoring:</b> Admin PTA Board District/Campus Health Professionals</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The district/campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity</p> <p><b>Strategy's Expected Result/Impact:</b> Fitnessgram</p> <p><b>Staff Responsible for Monitoring:</b> Admin PE Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 1:** Instill community and ethical values in our students

**Performance Objective 6:** Increase community and parent involvement by 10% according to the climate survey by inviting parents back in the building and encouraging them to participate in campus events.

**Evaluation Data Sources:** Attendance of Title 1 and PTA sponsored events, participation of Watch DOG/MOD Squad





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborate with the community in the areas of service and leadership by participating in can food drive, Wylie Way Christmas, WISD Mentor program, and WEHS PAL program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families will learn the importance of community service and giving back to others in our community.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All information to parents will be sent in a language and format that they can understand, including: parents right to know teacher qualifications, qualified teacher, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.</p> <p><b>Strategy's Expected Result/Impact:</b> Communication will be given to all parents regardless of home language.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator Title 1 Facilitator Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 1:** 80% of all at-risk students will show growth in the areas of math and reading.

**Evaluation Data Sources:** STAAR Data, BAS data, MAP data, unit assessments





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students who are struggling with academics or behavior will be brought to the RTI committee for solutions to help them be successful. We will specifically meet our Economically Disadvantaged, Special Ed, and white student groups identified for additional targeted support.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are struggling will be given interventions to help them be successful.</p> <p><b>Staff Responsible for Monitoring:</b> RTI Committee Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 2:** 100% of all Birmingham students will be provided programs to help prevent students from dropping out.

**Evaluation Data Sources:** STAAR scores, progress monitoring, MAP Testing, BAS Testing





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students who are at risk will be given reading interventions such as LLI and Really Great Reading and math interventions such as Bridges and Do the Math. This will help them to get back on track so that they will be performing on grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP assessments                      Unit assessment                      BAS                      STAAR Tests</p> <p><b>Staff Responsible for Monitoring:</b> Teachers                      Admin                      RTI Committee                      Title 1 Facilitator                      ESL Coordinator                      Title 1 Tutors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 3:** 100% of students identified with dyslexia will be provided dyslexia services.





**Evaluation Data Sources:** Take Flight data, MAP data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Alpha Phonics pull out classes for students qualifying for dyslexia students showing struggle in phonics learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Dyslexia Teacher RTI Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative		
	Dec	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 4:** The district will meet the needs of 100% of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide staff development session for district counselors and teachers. <b>Staff Responsible for Monitoring:</b> District Staff Admin <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize data to increase the awareness and needs of the McKinney-Vento Act students. <b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance. <b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 5:** Birmingham students tested on STAAR Reading grade 3-4 will raise the Meets and Masters to within 10% of the district.

**Evaluation Data Sources:** 3rd and 4th Grade Reading STAAR Test

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Differentiate support through guided reading based on each individual teachers need as well as any campus wide areas in need of improvement. Utilize teacher resources such as Prompting guides, Comprehension Toolkit materials, and Forde-Ferrier to improve reading comprehension and revising and editing skills. We will employ the BAS kits to assess reading levels in all students. Also, provide reading manipulatives for other grade level teachers to help improve reading levels. Provide Fast Focus reading practice for 3rd &amp; 4th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their reading levels and revising and editing skills. <b>Staff Responsible for Monitoring:</b> Admin C&amp;I Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The instructional leadership team will conduct Ed Hikes, classroom walkthroughs in an effort to be reflective, collaborative, vertically aligned and cohesive in our campus guided reading program.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers can work collaboratively to learn better methods of instruction. <b>Staff Responsible for Monitoring:</b> Admin Teachers Title 1 Facilitator <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Progress monitoring through BAS, LLI and Really Great Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know students reading levels so that they can differentiate their reading lessons. <b>Staff Responsible for Monitoring:</b> Admin Teachers RTI Committee Interventionists <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Interventionist to work with 2-4 students needing to move to the approaches and meets level.  <b>Strategy's Expected Result/Impact:</b> Students will show growth and demonstrate grade level success.  <b>Staff Responsible for Monitoring:</b> Admin/Leadership  RTI Committee  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Ongoing professional development support will be provided to all staff, through snack attacks and PLC and outside training opportunities.  <b>Strategy's Expected Result/Impact:</b> Teachers will continue to learn ideas and techniques to improve their teaching methods.  <b>Staff Responsible for Monitoring:</b> Campus Tech  Admin  Teachers  C&amp;I Team</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will utilize the Mentoring Minds Think it Up ELA workbooks and Forde-Ferrier workbooks to reinforce reading skills in preparation for Reading STAAR test. Teachers will utilize the Forde-Ferrier Editing &amp; Revising to reinforce writing skills in preparation for the STAAR test. Dictionaries will be supplied to students to utilize to reinforce reading comprehension.  <b>Strategy's Expected Result/Impact:</b> Student performance on Reading TEKS will increase and show growth.  <b>Staff Responsible for Monitoring:</b> Admin  Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 6:** Birmingham students tested on STAAR Math grade 3-4 will raise the Meets and Masters expectations to within 10% of the district.

**Evaluation Data Sources:** 3rd and 4th Grade Math STAAR Test, MAP Test

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Math intervention materials will be provided to assist with Tier 2 and Tier 1 instruction. These will include Bridges, Math in Practice Books, Inclusion in Texas, and Do the Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the tools they need to reach their struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Selected Paras and Teachers Admin Title I facilitator C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math materials will be provided for teachers serving in grades 3&amp;4. In Addition, Education Galaxy and Liftoff will be made available for K-4. We will also equip additional staff with the manipulatives that were provided for all teachers when the school opened.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide for extended learning opportunities such as tutoring.</p> <p><b>Staff Responsible for Monitoring:</b> Title 1 Facilitator Teachers Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will participate in math workshop.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p>	Formative		
	Dec	Mar	June



Teachers

**Title I Schoolwide Elements: 2.4, 2.6**



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 7:** 100% of incoming Kindergarteners and outgoing 4th graders will be provided transition between schools at the beginning and end of year.

**Evaluation Data Sources:** Participation in Kindergarten Round Up and 4th Grade tour to Davis Intermediate





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Preschool students and their parents will be invited to tour the school with the PK center's end of year events.</p> <p><b>Strategy's Expected Result/Impact:</b> This will help students and parents be familiar with the school before the new school year starts.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The entire school will participate in activities designed to introduce students and their families to the new campus; including incoming kinder with round up and new families with new family orientation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be familiar with our school and staff before the new school year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Kinder Team Staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Opportunities will be provided for both students and parents to visit their incoming 5th grade campuses at year's end. This will be in coordination with the intermediate campuses programs for transition.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in 4th grade will become familiar with the school that they will be attending in 5th grade, which will help with the stress of transition.</p> <p><b>Staff Responsible for Monitoring:</b> 4th Grade Team Kinder Team Counselor Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 8:** Birmingham students tested on STAAR in grades 3 & 4 will raise Meets and Masters within 10% of the district on the Writing Revising and Editing portion. Students will increase Telpas Writing to 90% of students showing 1 years growth.

**Evaluation Data Sources:** 3rd and 4th Grade STAAR  
TELPAS Writing

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use data taken from writing samples to differentiate instruction to guide students to become successful writers.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons will be differentiated to meet student's needs in writing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Motivate and inspire 3rd and 4th grade students to try their best, practice grit, believe in themselves with a high energy motivational assembly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in 3rd and 4th grade will be motivated to do their best on all of their academic endeavors.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Campus Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Vertical teams will align writing instruction with each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Each grade level will know what is expected of their students when it comes to writing. It will help students to be prepared for the next grade.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers Vertical Writing Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 9:** 90% of all K-4 Birmingham students will consistently perform on grade level or higher in reading and math.

**Evaluation Data Sources:** MAP assessment, STAAR assessment, BAS assessment, district unit assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide teachers purposeful planning days for PLC collaboration and working with district learning specialists.  <b>Strategy's Expected Result/Impact:</b> Student growth in the areas of math and reading.  <b>Staff Responsible for Monitoring:</b> Admin                      Title 1 facilitator  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Substitute Teachers - Title I - 2111161200102224000 - \$3,100</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Certified teacher tutors will work with small groups of students in the areas of math and reading to increase student performance and fill skill gaps in these areas.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance in reading and math  <b>Staff Responsible for Monitoring:</b> Admin                      Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Teacher Tutors - Title I - 21111612600102224000 - \$2,300</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will be supplied with supplemental instructional aides that are not provided by district curriculum and that support reading, writing, and math instruction. Such as Forde Forrier and ThinkUp Math and Reading and Secret Stories.  <b>Strategy's Expected Result/Impact:</b> Teachers will utilize instructional aides to assist in filling gaps in student learning.  <b>Staff Responsible for Monitoring:</b> Admin                      Title 1 Facilitator  <b>Funding Sources:</b> General Teaching Supplies/Support Learning - Title I - 21111639800102024000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Birmingham will host after school tutoring that will focus on Math and Reading skills for 1st through 4th graders.  <b>Strategy's Expected Result/Impact:</b> Growth in student success on Reading, Math, and Writing STAAR tests.  <b>Staff Responsible for Monitoring:</b> Admin                      Teacher                      Title 1 facilitator  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Birmingham teachers will utilize technology programs: Lift Off, Learning A to Z/RAZ Kids, Pear Deck, and Target Reading &amp; Writing to supplement instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student gaps will be minimized through time spent on these programs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin Title 1 Facilitator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Technology Programs - Pear Deck Premium for 3rd and 4th grade - Title I - 21111639900102024000 - \$3,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Birmingham teachers will utilize technology programs such as SeeSaw as a parent communication tool. Students will use SeeSaw as a way to demonstrate their thinking and understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> It will promote positive relationships between teachers and parents and create a place for individualized feedback.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Students that attend after school tutoring, will be provided with a snack.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided nourishment to help them perform at their best.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin Title 1 Facilitator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> STAAR Saturday Snacks and Breakfast - Title I - 21111649900102024000 - \$600</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Students will be provided with a Weekly Reader: Summer Express book to utilize during the summer to reinforce reading, math, and writing skills during the break.</p> <p><b>Strategy's Expected Result/Impact:</b> It will prevent the "summer slide" and prepare students for the next grade when they return in the fall.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin Title 1 Facilitator</p> <p><b>Funding Sources:</b> - Title I</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 10:** Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and School-Based Activities.

**Evaluation Data Sources:** Campus Wellness Team, FitnessGram, Participation in School Community Wellness Events, Participation at Wellness Events.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Campus/District shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The Campus/District shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The Campus/District shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The employees in order to promote enjoyable, life-long physical activity for District employees and students.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance with district policy.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 11:** 40% of our ELL's will show appropriate growth on TELPAS.





**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will track ELL's progress on unit assessments, BAS data, and MAP data. The ESL teacher will provide push-in support for guided reading.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> ELL students will increase their vocabulary by using resources such as Lexia English, Really Great Reading Countdown, and Reading A-Z to increase word knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students who are struggling with comprehension due to lack of word knowledge will be given interventions to increase their vocabulary.</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Countdown, vocabulary resources, headphones - State ELL Allotment - \$1,280</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.  
 TEA Strategic Priority #2: Build a foundation of reading and math.

**Performance Objective 12:** 40% of our economically disadvantaged students will score meets or above in math.

**Evaluation Data Sources:** MAP, STAAR, Unit Assessments, CFA's





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students who are struggling in math will be identified and brought to the RTI committee for solutions to help them succeed.  <b>Strategy's Expected Result/Impact:</b> Students who are not meeting grade level expectations in math will be given interventions to help them be successful.  <b>Staff Responsible for Monitoring:</b> RTI committee            Admin            Math Interventionist  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative		
	Dec	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.  
 TEA Strategic Priority #2: Build a foundation of reading and math.





**Performance Objective 13:** 35% of our economically disadvantaged students will score meets or above in reading.

**Evaluation Data Sources:** STAAR data, MAP data, unit assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students who are struggling in reading will be identified and brought to the RTI committee for solutions to help them succeed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are not meeting grade level expectations in reading will be given interventions to help them be successful.</p> <p><b>Staff Responsible for Monitoring:</b> RTI committee Admin Reading Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Goal 3:** Prepare students for a successful life beyond high school

**Performance Objective 1:** 100% of students will participate in college week as well as weekly discussions on 'think college Thursdays' and monthly exposure to careers on Mapping your Future Monday.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Include Mapping your future Monday during Social Studies every Monday.  <b>Strategy's Expected Result/Impact:</b> Students will know how to set goals and make plans for their future.  <b>Staff Responsible for Monitoring:</b> Teachers                      Admin                      Counselor  <b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide weekly tutorials for advanced students.  <b>Strategy's Expected Result/Impact:</b> Masters level performance on state and local assessments.  <b>Staff Responsible for Monitoring:</b> Administration and teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students and teachers will participate in Think College Thursday to promote career goals that lead to college. We will also participate in College Week.  <b>Strategy's Expected Result/Impact:</b> More students being aware of the varied opportunities they have to attend college in the future.  <b>Staff Responsible for Monitoring:</b> Teachers                      Admin  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Prepare students for a successful life beyond high school

**Performance Objective 2:** 100% of all students will participate in leadership development, life skills practice, and social emotional awareness activities.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students will learn the importance of goal setting in order to be able to understand factors with which are in their control, how to set priorities, and more clearly define their own strengths and challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know how to set goals for themselves.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Admin Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop leadership opportunities for students including safety patrol, recycling team, and individualized positions for those in most need.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know the qualities that a leader needs in order to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will participate in SEL/Bear Share for 10 minutes a week to learn how to handle stress in their lives.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to handle the stress in their lives in a healthy manner.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain, and value a quality staff.

TEA Strategic Priority #3: Connect High School to Career and College.

**Performance Objective 1:** 100% of all staff will be offered and participate in ongoing/embedded professional development for teachers.





**Evaluation Data Sources:** Participation in curriculum professional development

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide training in all areas of compliance. <b>Strategy's Expected Result/Impact:</b> Teachers will be trained on bullying, blood borne pathogens, suicide and child abuse. <b>Staff Responsible for Monitoring:</b> Admin	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Weekly grade level and campus PLCs to celebrate students, staff and BES community; <b>Strategy's Expected Result/Impact:</b> Survey results;assessment progress; <b>Staff Responsible for Monitoring:</b> Admin Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain, and value a quality staff.  
 TEA Strategic Priority #3: Connect High School to Career and College.

**Performance Objective 2:** 100% of the staff will be provided with ongoing, job embedded professional learning to address instructional needs as identified by analysis of data.





**Evaluation Data Sources:** Walkthrough data, professional development participation data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continued professional learning for Writer's Workshop and scoring student writing <b>Strategy's Expected Result/Impact:</b> Classroom implementation <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Title 1 Math and Reading Instructional Facilitator	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Differentiated Professional Development and/or professional learning focused on: Math, Writing, Reading. <b>Strategy's Expected Result/Impact:</b> Strategies implemented in lessons (walk-throughs and observations)  Effective team collaboration in PLCs <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Title 1 Facilitator, Alpha phonics teacher, Learning Specialists, <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Professional learning in the area of BAS and Guided Reading <b>Strategy's Expected Result/Impact:</b> MAP, DRA, STAAR scores <b>Staff Responsible for Monitoring:</b> Elementary Curriculum Director, Principal	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain, and value a quality staff.  
 TEA Strategic Priority #3: Connect High School to Career and College.

**Performance Objective 3:** 100% of teachers recruited and hired will be identified as highly effective teachers.





**Evaluation Data Sources:** State and Local Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide mentoring system for all new teachers. <b>Staff Responsible for Monitoring:</b> Admin	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Attend Job Fairs to seek best candidates focusing on increasing diversity of staff. <b>Strategy's Expected Result/Impact:</b> Student -- staff ratios <b>Staff Responsible for Monitoring:</b> District Recruiting Team	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain, and value a quality staff.  
 TEA Strategic Priority #3: Connect High School to Career and College.





**Performance Objective 4:** 95% of all walkthrough feedback will be provided within 24 hours to all staff in order to monitor and develop stronger instruction for student success.

**Evaluation Data Sources:** State and Local Assessments  
 Walkthrough feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct frequent walkthroughs for staff providing feedback form and follow up conferences. <b>Strategy's Expected Result/Impact:</b> Unit tests formative assessment data <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** Attract, retain, and value a quality staff.  
 TEA Strategic Priority #3: Connect High School to Career and College.

**Performance Objective 5:** By the end of the 21-22 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus administration team will audit their LA teachers to determine who is in need of the ESL certification.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Work in Collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 5:** Manage growth in a way that ensures functional equity

TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 1:** 100 % of all classrooms will have access to equitable resources and technology across classrooms to integrate technology into daily/weekly instruction.





**Evaluation Data Sources:** walkthrough data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Classrooms will have a minimum of 6 chromebooks or ipads, document camera, projector, and SmartBoard. <b>Strategy's Expected Result/Impact:</b> Classroom inventory <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers and students have access to a computer lab, chrome books and ipads for check out in the library <b>Strategy's Expected Result/Impact:</b> Calendar documenting usage of computer labs <b>Staff Responsible for Monitoring:</b> Principal, Assistant principal, Title 1 Math and Reading Facilitator, Librarian and computer teacher	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> iPads and Chromebooks available for use in classrooms. <b>Strategy's Expected Result/Impact:</b> Checkout log, student use of appropriate labs <b>Staff Responsible for Monitoring:</b> Title 1 Math and Reading Facilitator, Librarian	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Campus website has a link for District Academic Links, a bank of educational websites for students and teachers. <b>Strategy's Expected Result/Impact:</b> Use of websites during math and reading stations and daily instruction <b>Staff Responsible for Monitoring:</b> Assistant Principal	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Manage growth in a way that ensures functional equity  
 TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 2:** 100% of new teachers will receive support and mentoring from veteran staff members.





**Evaluation Data Sources:** New teacher summative conference, walkthrough data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers new to the field and to Birmingham will have a campus mentor to increase understanding of campus and district initiatives. <b>Strategy's Expected Result/Impact:</b> Feedback from new teachers <b>Staff Responsible for Monitoring:</b> Principal, Mentor teachers, district personnel	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Manage growth in a way that ensures functional equity  
 TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 3:** 100% of all classes will be maintained at a reasonable size with balanced numbers of students receiving special services to ensure effective instruction and monitoring.





**Evaluation Data Sources:** PEIMS data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Include input from previous grade level teachers and special services teachers to create class lists. <b>Strategy's Expected Result/Impact:</b> Class lists <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide opportunity for incoming preschoolers to attend campus transition activities including in-district preschoolers and local daycares. <b>Strategy's Expected Result/Impact:</b> Attendance <b>Staff Responsible for Monitoring:</b> Principal and Counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** Celebrate our Excellence

**Performance Objective 1:** Administration will use post at least 3-5 times per week on social media to promote Birmingham's brand





**Evaluation Data Sources:** Facebook posts

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus website up-to-date with pertinent information for students, parents and community members <b>Strategy's Expected Result/Impact:</b> Feedback from stakeholders, activity on website <b>Staff Responsible for Monitoring:</b> Campus Webmaster Principal Assistant Principal	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use Facebook to post pictures/comments promoting campus and PTA events <b>Strategy's Expected Result/Impact:</b> Level of activity on Facebook i.e. # of Likes, Comments <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Webmaster	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Display campus events and celebrations on school marquee <b>Strategy's Expected Result/Impact:</b> number celebrations posted <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** Celebrate our Excellence

**Performance Objective 2:** At least 85% of all students will be recognized for achievement in a variety of ways.





**Evaluation Data Sources:** Grade level awards, Jimmy Johns Student of the week, Wylie Way Awards, Bravo Bear cards

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recognize students who meet the criteria for Work Ethic, A Honor Roll, A&B Honor Roll, Citizenship, <b>Strategy's Expected Result/Impact:</b> Number of recognitions at awards assemblies and on webpage <b>Staff Responsible for Monitoring:</b> Classroom teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct End of Year Award Assemblies and Graduations <b>Strategy's Expected Result/Impact:</b> Ceremonies held the last week of school <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom teachers	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 9 weeks awards celebrations, celebrating students' academic success and demonstration of strong character <b>Strategy's Expected Result/Impact:</b> Student (brags) and recognitions <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Staff members	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                     </div> <div style="text-align: center;">  100% Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>			

**Goal 6:** Celebrate our Excellence

**Performance Objective 3:** 100% of all staff members will be recognized in a variety of ways





**Evaluation Data Sources:** Administration notes, brags in weekly newsletter

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Celebrate teachers through emails, The Birmingham Brief, Facebook, start faculty meetings with celebrations/brags <b>Strategy's Expected Result/Impact:</b> Number of celebrations; campus morale <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers can celebrate each other through weekly brags section of the Principal's Birmingham Brief <b>Strategy's Expected Result/Impact:</b> number of brags; campus morale <b>Staff Responsible for Monitoring:</b> Principal and staff	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 7:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 1:** At least 25% of students in grade 2nd - 4th grade will participate in UIL Academic Competitions.





**Evaluation Data Sources:** UIL rosters

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will participate in after school tryouts, practices and district-wide competition. <b>Strategy's Expected Result/Impact:</b> student experience in extracurricular activities; <b>Staff Responsible for Monitoring:</b> campus staff	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 7:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 2:** At least 25% of 4th grade students will participate in Honor Choir.

**Evaluation Data Sources:** Honor Choir roster

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will participate in after school tryouts, practices and district-wide competition. <b>Strategy's Expected Result/Impact:</b> student experience in extracurricular activities; <b>Staff Responsible for Monitoring:</b> campus staff	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



# State Compensatory

## Budget for Birmingham Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for Birmingham Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Corinne Houghton	Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Wilson	Reading/ Math Facilitator	Title 1	1
Debbie Watkins	Teacher tutor	Title 1	1
Tiffany Kvale	paraprofessional	Title I	1