

**Wylie Independent School District
Birmingham Elementary School
2022-2023 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:

	2021-2022	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
Hispanic	23.55%	22%	22%	21%	20%	18%	18%
African American	21.96%	19.7%	21%	26%	23%	24%	21%
White	40.65%	44.5%	46%	69%	72%	67%	65%
American Indian	.36%	<1%	<1%	4%	6%	5 %	7%
Asian	6.53%	5.4%	6%	9%	6%	8 %	7%
Native Hawaiian/Pa.I	0%	0%	0%	1 student	1%	.4%	0%

	2021-2022	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
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Educational At-risk:

Economically Dis.	38.84%	40.8%	45%	43%	41%	44%	39%
At-Risk	28.49%	23.48%	34.87%	16%	27%	32%	37%

Current enrollment is **547** 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

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

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

3rd grade Reading:89%(Approaches); 60% (Meets); 39% (Masters)

3rd grade Math: 89% (Approaches); 67% (Meets); 39%(Masters)

4th grade Reading:90% (Approaches); 65% (Meets); 42% (Masters)

4th grade Math: 93% (Approaches); 72% (Meets); 56% (Masters)

Kindergarten: 62% met or exceeded End of the Year BAS expectations in 2021-2022

1st grade: 44% met or exceeded End of the Year BAS expectations in 2021-2022

2nd grade: 51% met or exceeded End of the Year BAS expectations in 2021-2022

3rd grade: 53% met or exceeded End of the Year BAS expectations in 2021-2022

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.

Problem Statements Identifying Perceptions Needs

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

Root Cause: Staff requires an understanding of working with families of poverty.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) 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

- 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>Strategy 1: Implement the Wylie Way initiatives focusing on Respect & Relationships.</p> <p>Strategy's Expected Result/Impact: Students will become more responsible, respectful, and courteous to each other.</p> <p>Staff Responsible for Monitoring: Admin Counselor Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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 participate in Restorative Practices.</p> <p>Strategy's Expected Result/Impact: Students will build relationships with peers and teachers which will help them feel safe and supported.</p> <p>Staff Responsible for Monitoring: Admin Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
 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>Strategy 1: 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>Strategy's Expected Result/Impact: Students will learn to treat others with respect which will help to eliminate violence in the classroom.</p> <p>Staff Responsible for Monitoring: Admin Counselor Teachers</p> <p>Title I: 2.5</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Instill community and ethical values in our students

Performance Objective 3: Attendance rates for the 2022-2023 school year will stay consistent to last year's goal.

Evaluation Data Sources: Attendance data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Quarterly Award Ceremony to celebrate academic growth, character traits. Students with perfect attendance will be recognized at the end of year awards.</p> <p>Strategy's Expected Result/Impact: Students will realize the importance of daily attendance at school.</p> <p>Staff Responsible for Monitoring: 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 I and PTA sponsored events, Watch DOG/MOD Squad participation data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Birmingham will host two campus-wide Parent Engagement Nights, fall and spring, as well as a Kindergarten Round-up for incoming Kindergarteners.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Admin Title 1 Facilitator Teachers Family Engagement Committee</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Funding Sources: Supplies and materials for Parent/Community Events - Title I - 211-61-6398-00-808-3-30-000 - \$2,500</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct face-to-face parent teacher conferences twice a year to update parents about the following: -student progress -strengths -challenges -areas of improvement Provide teachers with substitutes to conduct parent conferences to meet the needs of parents.</p> <p>Strategy's Expected Result/Impact: Parents will be knowledgeable and involved in their child's educations.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>Title I: 2.5</p> <p>Funding Sources: Substitutes - Title I - 211-11-6112-00-102-3-30-000 - \$2,000</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Host a WatchDog/MOD Squad Program to include adult mentors from all families to be part of our school.</p> <p>Strategy's Expected Result/Impact: Moms, Dads, and adult mentors will be part of our school community.</p> <p>Staff Responsible for Monitoring: Admin Counselor PTA Board</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: School administrators and parent selected committee will work collaboratively to make changes and adjustments to the Parent Engagement Policy.</p> <p>Strategy's Expected Result/Impact: Increase in Parental Involvement</p> <p>Staff Responsible for Monitoring: Admin Teachers Title 1 Facilitator</p> <p>Title I: 4.1</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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>Strategy 1: 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>Strategy's Expected Result/Impact: Fitness Gram Participation in School Community Wellness Events</p> <p>Staff Responsible for Monitoring: Admin PTA Board District/Campus Health Professionals</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Fitnessgram</p> <p>Staff Responsible for Monitoring: Admin PE Coach</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
 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 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>Strategy 1: 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>Strategy's Expected Result/Impact: Students and families will learn the importance of community service and giving back to others in our community.</p> <p>Staff Responsible for Monitoring: Counselor Admin</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Communication will be given to all parents regardless of home language.</p> <p>Staff Responsible for Monitoring: ESL Coordinator Title 1 Facilitator Admin</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
 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>Strategy 1: Students who are struggling with academics or behavior will be brought to the RTI committee for solutions to help them be successful.</p> <p>We will specifically meet our Economically Disadvantaged, Special Ed, and white student groups identified for additional targeted support.</p> <p>Strategy's Expected Result/Impact: Students who are struggling will be given interventions to help them be successful.</p> <p>Staff Responsible for Monitoring: RTI Committee Admin</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Dec	Mar	June
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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>Strategy 1: 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>Strategy's Expected Result/Impact: MAP assessments Unit assessment BAS STAAR Tests</p> <p>Staff Responsible for Monitoring: Teachers Admin RTI Committee Title 1 Facilitator ESL Coordinator Title 1 Tutors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>Strategy 1: Alpha Phonics pull out classes for students qualifying for dyslexia students showing struggle in phonics learning.</p> <p>Strategy's Expected Result/Impact: Students will learn on grade level.</p> <p>Staff Responsible for Monitoring: Admin Dyslexia Teacher RTI Committee</p> <p>Title I: 2.4, 2.6</p>	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>			

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		
Strategy 1: Provide staff development session for district counselors and teachers. Staff Responsible for Monitoring: District Staff Admin Title I: 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize data to increase the awareness and needs of the McKinney-Vento Act students. Title I: 2.4, 2.6	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance. Title I: 2.4, 2.6	Formative		
	Dec	Mar	June
 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>Strategy 1: Differentiate support through guided reading based on each individual students' need as well as any campus wide areas in need of improvement. Utilize teacher resources such as Prompting guides 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. Strategy's Expected Result/Impact: Students will improve their reading levels and revising and editing skills. Staff Responsible for Monitoring: Admin C&I Team</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will conduct "Teacher Field Trips" to observe in other classrooms in an effort to be reflective, collaborative, vertically aligned and cohesive in our campus guided reading program. Strategy's Expected Result/Impact: Teachers can work collaboratively to learn better methods of instruction. Staff Responsible for Monitoring: Admin Teachers Title 1 Facilitator</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Progress monitoring through BAS, LLI and Really Great Reading.</p> <p>Strategy's Expected Result/Impact: Teachers will know students reading levels so that they can differentiate their reading lessons.</p> <p>Staff Responsible for Monitoring: Admin Teachers RTI Committee Interventionists</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Interventionists to work with 2-4 students needing to move to the approaches and meets level.</p> <p>Strategy's Expected Result/Impact: Students will show growth and demonstrate grade level success.</p> <p>Staff Responsible for Monitoring: Admin/Leadership RTI Committee</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ongoing professional development support will be provided to all staff, through snack attacks, Monday MAP Chats, PLC, and outside training opportunities.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to learn ideas and techniques to improve their teaching methods.</p> <p>Staff Responsible for Monitoring: Campus Tech Admin Teachers C&I Team</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will utilize the Mentoring Minds Think it Up ELA and Forde-Ferrier workbooks to reinforce reading skills in preparation for Reading STAAR test. Dictionaries will be supplied to students to utilize to reinforce reading comprehension.</p> <p>Strategy's Expected Result/Impact: Student performance on Reading TEKS will increase and show growth.</p>	Formative		
	Dec	Mar	June

Staff Responsible for Monitoring: Admin

Teachers

Title I:

2.4, 2.5, 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 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>Strategy 1: Math intervention materials will be provided to assist with Tier 1, 2, and 3 instruction. These will include Bridges, Math in Practice Books, Inclusion in Texas, and Do the Math.</p> <p>Strategy's Expected Result/Impact: Teachers will have the tools they need to reach their struggling students.</p> <p>Staff Responsible for Monitoring: Selected Paras and Teachers Admin Title I facilitator C & I</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math materials will be provided for teachers serving in grades 3&4. We will equip staff with the math manipulatives that were provided for all teachers when the school opened.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>Title I: 2.6</p> <p>Funding Sources: Math Manipulatives - Title I - 211-11-6398-00-808-3-30-000 - \$500</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide for extended learning opportunities such as tutoring.</p> <p>Staff Responsible for Monitoring: Title 1 Facilitator Teachers Admin</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will participate in math workshop. Staff Responsible for Monitoring: Admin Teachers Title I: 2.4, 2.6	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 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>Strategy 1: The entire school will participate in activities designed to introduce students and their families to the new campus; including incoming kinder during Kindergarten Round-up and new families with new family orientation.</p> <p>Strategy's Expected Result/Impact: Students will be familiar with our school and staff before the new school year.</p> <p>Staff Responsible for Monitoring: Admin Kinder Team Staff</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: 4th Grade Team Kinder Team Counselor Admin</p>	Formative		
	Dec	Mar	June
 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>Strategy 1: Use data taken from writing samples to differentiate instruction to guide students to become successful writers. Strategy's Expected Result/Impact: Lessons will be differentiated to meet student's needs in writing. Staff Responsible for Monitoring: Teachers Admin</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Students in 3rd and 4th grade will be motivated to do their best on all of their academic endeavors. Staff Responsible for Monitoring: Admin Campus Leadership Team</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Vertical teams will align writing instruction with each grade level.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Admin Teachers Vertical Writing Team</p> <p>Title I: 2.4</p>	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>			





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>Strategy 1: Provide teachers purposeful planning days for PLC collaboration and working with district learning specialists. Strategy's Expected Result/Impact: Student growth in the areas of math and reading. Staff Responsible for Monitoring: Admin Title 1 facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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. Strategy's Expected Result/Impact: Increase in student performance in reading and math Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Teacher Tutors - Title I - 211-11-6126-00-102-3-30-000 - \$7,655</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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 Ferrier and ThinkUp Math and Reading, Heggerty Phonemic Awareness, Really Great Reading, Secret Stories and Flyleaf Decodable books. Strategy's Expected Result/Impact: Teachers will utilize instructional aides to assist in filling gaps in student learning. Staff Responsible for Monitoring: Admin Title 1 Facilitator</p> <p>Funding Sources: General Teaching Supplies/Support Learning - Title I - 21111639800102024000</p>	Formative		
	Dec	Mar	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Birmingham will host after school tutoring that will focus on Math and Reading skills for 1st through 4th graders.</p> <p>Strategy's Expected Result/Impact: Growth in student success on Reading, Math, and Writing STAAR tests.</p> <p>Staff Responsible for Monitoring: Admin Teacher Title 1 facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Birmingham teachers will utilize technology programs: Lift Off, Learning A to Z/RAZ Kids, Pear Deck, and Target Reading & Writing to supplement instruction.</p> <p>Strategy's Expected Result/Impact: Student gaps will be minimized through time spent on these programs.</p> <p>Staff Responsible for Monitoring: Teachers Admin Title 1 Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Technology Programs - Pear Deck Premium for 3rd and 4th grade - Title I - 211-11-6399-00-808-3-30-000 - \$1,835</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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>Strategy's Expected Result/Impact: It will promote positive relationships between teachers and parents and create a place for individualized feedback.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students that attend after school tutoring, will be provided with a snack.</p> <p>Strategy's Expected Result/Impact: Students will be provided nourishment to help them perform at their best.</p> <p>Staff Responsible for Monitoring: Teachers Admin Title 1 Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Teachers in grades K and 1 will be provided with leveled readers to use as take-home readers to provide students with books at their level to read at home.</p> <p>Strategy's Expected Result/Impact: Students will increase their reading levels.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Funding Sources: Leveled Readers - Title I - 211-11-6329-00-808-3-30-000 - \$3,000</p>	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>			

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		
Strategy 1: 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.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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.	Formative		
	Dec	Mar	June
 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>Strategy 1: 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>Staff Responsible for Monitoring: ESL Teacher Admin</p> <p>Title I: 2.4</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: ELL students who are struggling with comprehension due to lack of word knowledge will be given interventions to increase their vocabulary.</p> <p>Title I: 2.4</p> <p>Funding Sources: Countdown, vocabulary resources, headphones - State ELL Allotment - \$1,280</p>	Formative		
	Dec	Mar	June
 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>Strategy 1: Students who are struggling in math will be identified and brought to the RTI committee for solutions to help them succeed.</p> <p>Strategy's Expected Result/Impact: Students who are not meeting grade level expectations in math will be given interventions to help them be successful.</p> <p>Staff Responsible for Monitoring: RTI committee Admin Math Interventionist</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 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>Strategy 1: Students who are struggling in reading will be identified and brought to the RTI committee for solutions to help them succeed.</p> <p>Strategy's Expected Result/Impact: Students who are not meeting grade level expectations in reading will be given interventions to help them be successful.</p> <p>Staff Responsible for Monitoring: RTI committee Admin Reading Interventionist</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided with field trips to gain experience and vocabulary to assist with background knowledge in reading comprehension.</p> <p>Strategy's Expected Result/Impact: Students will grow their vocabulary and background knowledge.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Funding Sources: Buses for Field Trips - Title I - 211-11-6412-00-808-3-30-000 - \$400</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





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>Strategy 1: Include Mapping your future Monday during Social Studies every Monday. Strategy's Expected Result/Impact: Students will know how to set goals and make plans for their future. Staff Responsible for Monitoring: Teachers Admin Counselor</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide weekly tutorials for advanced students. Strategy's Expected Result/Impact: Masters level performance on state and local assessments. Staff Responsible for Monitoring: Administration and teachers</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students and teachers will participate in Think College Thursday to promote career goals that lead to college. We will also participate in College Week. Strategy's Expected Result/Impact: More students being aware of the varied opportunities they have to attend college in the future. Staff Responsible for Monitoring: Teachers Admin</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
 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>Strategy 1: 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>Strategy's Expected Result/Impact: Students will know how to set goals for themselves.</p> <p>Staff Responsible for Monitoring: Counselor Admin Teachers</p> <p>Title I: 2.4</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop leadership opportunities for students including safety patrol, recycling team, garden club and individualized positions for those in most need.</p> <p>Strategy's Expected Result/Impact: Students will know the qualities that a leader needs in order to be successful.</p> <p>Staff Responsible for Monitoring: Counselor Teachers</p> <p>Title I: 2.5</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will participate in SEL/Restorative Circles to learn how to handle stress in their lives.</p> <p>Strategy's Expected Result/Impact: Students will be able to handle the stress in their lives in a healthy manner.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>Title I: 2.5</p>	Formative		
	Dec	Mar	June
 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		
Strategy 1: Provide training in all areas of compliance. Strategy's Expected Result/Impact: Teachers will be trained on bullying, blood borne pathogens, suicide and child abuse. Staff Responsible for Monitoring: Admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly grade level and campus PLCs to celebrate students, staff and BES community. Strategy's Expected Result/Impact: Survey results;assessment progress; Staff Responsible for Monitoring: Admin Teachers	Formative		
	Dec	Mar	June
 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		
Strategy 1: Continued professional learning for Writer's Workshop and scoring student writing Strategy's Expected Result/Impact: Classroom implementation Staff Responsible for Monitoring: Principal, Assistant Principal, Title 1 Math and Reading Instructional Facilitator	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Differentiated Professional Development and/or professional learning focused on: Math, Writing, Reading. Strategy's Expected Result/Impact: Strategies implemented in lessons (walk-throughs and observations) Effective team collaboration in PLCs Staff Responsible for Monitoring: Principal, Assistant Principal, Title 1 Facilitator, Alpha phonics teacher, Learning Specialists, Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional learning in the area of BAS and Guided Reading Strategy's Expected Result/Impact: MAP, DRA, STAAR scores Staff Responsible for Monitoring: Elementary Curriculum Director, Principal	Formative		
	Dec	Mar	June
 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		
Strategy 1: Provide mentoring system for all new teachers. Staff Responsible for Monitoring: Admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Attend Job Fairs to seek best candidates focusing on increasing diversity of staff. Strategy's Expected Result/Impact: Student -- staff ratios Staff Responsible for Monitoring: District Recruiting Team	Formative		
	Dec	Mar	June
 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		
Strategy 1: Conduct frequent walkthroughs for staff providing feedback form and follow up conferences. Strategy's Expected Result/Impact: Unit tests formative assessment data Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 22-23 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus administration team will audit their LA teachers to determine who is in need of the ESL certification.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Work in Collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.	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 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		
Strategy 1: Classrooms will have a minimum of 6 chromebooks or ipads, document camera, projector, and SmartBoard. Strategy's Expected Result/Impact: Classroom inventory Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and students have access to a computer lab, chromebooks and ipads for check out in the library and for classroom use. Strategy's Expected Result/Impact: Calendar documenting usage of computer labs Staff Responsible for Monitoring: Principal, Assistant principal, Title 1 Math and Reading Facilitator, Librarian and computer teacher	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus website has a link for District Academic Links, a bank of educational websites for students and teachers. Strategy's Expected Result/Impact: Use of websites during math and reading stations and daily instruction Staff Responsible for Monitoring: Assistant Principal	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>			

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		
<p>Strategy 1: Teachers new to the field and to Birmingham will have a campus mentor to increase understanding of campus and district initiatives.</p> <p>Strategy's Expected Result/Impact: Feedback from new teachers</p> <p>Staff Responsible for Monitoring: Principal, Mentor teachers, district personnel</p>	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>			

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		
Strategy 1: Include input from previous grade level teachers and special services teachers to create class lists. Strategy's Expected Result/Impact: Class lists Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunity for incoming preschoolers to attend campus transition activities including in-district preschoolers and local daycares. Strategy's Expected Result/Impact: Attendance Staff Responsible for Monitoring: Principal and Counselor	Formative		
	Dec	Mar	June
 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		
Strategy 1: Campus website up-to-date with pertinent information for students, parents and community members Strategy's Expected Result/Impact: Feedback from stakeholders, activity on website Staff Responsible for Monitoring: Campus Webmaster Principal Assistant Principal	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Use Facebook to post pictures/comments promoting campus and PTA events Strategy's Expected Result/Impact: Level of activity on Facebook i.e. # of Likes, Comments Staff Responsible for Monitoring: Principal Assistant Principal Webmaster	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Display campus events and celebrations on school marquee. Strategy's Expected Result/Impact: number celebrations posted Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Dec	Mar	June
 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		
Strategy 1: Recognize students who meet the criteria for Work Ethic, A Honor Roll, A&B Honor Roll, Citizenship. Strategy's Expected Result/Impact: Number of recognitions at awards assemblies and on webpage Staff Responsible for Monitoring: Classroom teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct End of Year Award Assemblies and Graduations Strategy's Expected Result/Impact: Ceremonies held the last week of school Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teachers	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 9 weeks awards celebrations, celebrating students' academic success and demonstration of strong character Strategy's Expected Result/Impact: Student (brags) and recognitions Staff Responsible for Monitoring: Principal, Assistant Principal, Staff members	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
<p>Strategy 1: Celebrate teachers through emails, The Birmingham Brief, Facebook, start faculty meetings with celebrations/brags, teacher of the month</p> <p>Strategy's Expected Result/Impact: Number of celebrations; campus morale</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers can celebrate each other through weekly brags section of the Principal's Birmingham Brief</p> <p>Strategy's Expected Result/Impact: number of brags; campus morale</p> <p>Staff Responsible for Monitoring: Principal and staff</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

State Compensatory

Budget for Birmingham Elementary School

Total SCE Funds: \$0.00

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

Campus Funding Summary

State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	11	2	Countdown, vocabulary resources, headphones		\$1,280.00
Sub-Total					\$1,280.00
Budgeted Fund Source Amount					\$1,280.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Supplies and materials for Parent/Community Events	211-61-6398-00-808-3-30-000	\$2,500.00
1	4	2	Substitutes	211-11-6112-00-102-3-30-000	\$2,000.00
2	6	2	Math Manipulatives	211-11-6398-00-808-3-30-000	\$500.00
2	9	2	Teacher Tutors	211-11-6126-00-102-3-30-000	\$7,655.00
2	9	3	General Teaching Supplies/Support Learning	21111639800102024000	\$0.00
2	9	5	Technology Programs - Pear Deck Premium for 3rd and 4th grade	211-11-6399-00-808-3-30-000	\$1,835.00
2	9	8	Leveled Readers	211-11-6329-00-808-3-30-000	\$3,000.00
2	13	2	Buses for Field Trips	211-11-6412-00-808-3-30-000	\$400.00
Sub-Total					\$17,890.00
Budgeted Fund Source Amount					\$17,890.00
+/- Difference					\$0.00
Grand Total Budgeted					\$19,170.00
Grand Total Spent					\$19,170.00
+/- Difference					\$0.00