

Wylie Independent School District
Birmingham Elementary School
2018-2019 Campus Improvement Plan

Comprehensive Needs Assessment

Revised/Approved: September 20, 2018

Demographics

Demographics Summary

Ethnic Groups:

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

Educational At-risk:

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

Current enrollment is **534** 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;

Student Academic Achievement

Student Academic Achievement Summary

3rd grade Reading: 87% (Approaches); 59% (Meets); 34% (Masters)

3rd grade Math: 83% (Approaches); 70% (Meets); 40% (Masters)

4th grade Reading: 84% (Approaches); 56% (Meets); 28% (Masters)

4th grade Math: 77% (Approaches); 51% (Meets); 29% (Masters)

4th grade Writing: 66% (Approaches); 45% (Meets); 12% (Masters)

Kindergarten: 93% met or exceeded End of the year DRA expectations in 2017-18

1st grade: 72% met or exceeded End of the year DRA expectations in 2017-18

2nd grade: Maintained Advanced scores at 46% and decreased Below expectations by 11%

Over the past 3 years, we have made steady, sustainable growth across all content areas Kindergarten - 4th grade.

Student Academic Achievement Strengths

Over the past 3 years, we have made steady, sustainable growth across all content areas Kindergarten - 4th grade. Our academic strength is in the area of reading. Through grade level and vertical collaboration teachers are strengthening their instructional practices to meet the needs of all students. Teachers are intentional about integrating reading and writing in all academic areas.

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 new staff members throughout the school year. Teachers are committed to sharing best practices with one another to improve classroom instruction.

School Processes & Programs Strengths

Through grade level and vertical collaboration teachers are strengthening their instructional practices to meet the needs of all students. We conduct weekly grade level PLCs (collaboration) to ensure all students are meeting their potential and receiving the appropriate level of instruction each day to grow as learners, to create interventions and extensions, discuss what is being taught and how teachers will design instruction, as well as, how we will assess the learning.

Perceptions

Perceptions Summary

Vision= one team one dream

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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals









Revised/Approved: September 13, 2018







Goal 1: Instill community and ethical values in our students

Performance Objective 1: All staff members will understand, model and encourage the Wylie Way in order to support a safe and nurturing learning environment.

Evaluation Data Source(s) 1: Student attendance records maintain or improve from 2017-18 and continued low student referrals;

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Guidance lessons from Counselor every 4 weeks focused on Wylie Way Core Values	Counselor, Classroom teachers	Recognize students on BNN daily announcements, in Paw Prints (weekly take-home newsletter), student and student group recognition at Bear Boogie (Braggs)			
2) Students and staff will participate in Wylie Way Core Value activities	Principal, Assistant Principal, Classroom teachers, Staff	Level of participation			
3) Student understanding and implementation of Wylie Way Core Values recited daily as Bear Expectations	All staff members	Number of office referrals; student participation in daily reading during daily announcements;			
4) By the end of the 1st 9 weeks, adults and students will have a common definition and understanding regarding the core value of RESPECT and RESPONSIBILITY	All staff members	Campus culture and climate survey, number of discipline referrals;			
5) By the end of the 2nd 9 weeks, adults and students will have a common understanding regarding the core values of CARING/GIVING	All staff members	Campus culture and climate survey, number of discipline referrals, participation in District canned food drive and Wylie Way Christmas			
6) By the end of the 3rd 9 weeks, adults and students will have a common understanding regarding the core values of GRIT/PREPARATION	All Staff members	Participation in Wylie Way activities- Day of Grit, Glove Day; campus culture and climate survey;			


7) By the end of the 4th 9 weeks, adults and students will have a common understanding regarding the core values of GRATITUDE/CELEBRATION	All Staff Members	Campus culture and climate survey, Teacher Appreciation Week;			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 2: Foster positive attendance habits for students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Address attendance concerns via written or verbal communication and/or attendance committee meetings	Attendance committee chairperson, assistant principal	Attendance records; letters sent home (district letter through Skyward); Attendance BIPs			
2) Monthly grade level competition	Assistant Principal, PEIMS Clerk, Campus Leadership Representative	Decrease in number of tardies, student recognition for positive attendance habits (perfect attendance & zero tardies) per nine weeks; recognize grade level winner on announcements;			
3) 3) Recognize students for perfect attendance (including zero tardies) at nine week celebrations.	Assistant Principal, PEIMS Clerk, Campus Leadership Representative	Decrease in number of tardies, student recognition for positive attendance habits (perfect attendance & zero tardies) per nine weeks			
					

Goal 1: Instill community and ethical values in our students

Performance Objective 3: Incorporate student and staff health and fitness activities

Evaluation Data Source(s) 3: Fitness gram data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) In partnership with PTA, host events such as Healthy Habits Week, Walk to School Day	Principal, PTA Liason	Participation numbers			
2) Host Family Fitness Night.	P.E. Teacher	Attendance numbers			
3) Incorporate healthy habit lessons with P.E. class.	P.E. Teacher	Participation			
4) Conduct Fitness Gram assessment.	P.E. Teacher	Fitness Gram data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 4: The campus will provide activities that provide support student learning in the areas of drug and violence prevention.

Evaluation Data Source(s) 4: student attendance and student referrals

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will participate in Red Ribbon Week	Counselor, Principal, Asst. Principal	Student referrals			
2) Students will be provided strategies for violence prevention through our campus-wide Anti-bullying activities.	Counselor, Principal, Asst. Principal	Student referrals and Bully reports			
= Accomplished = Considerable = Some Progress = No Progress = 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.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events				
2) The district/campus 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 of nutrition education.	Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events				
3) 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	Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events				
4) The district/campus 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 outside of the school day in accordance to district policy.	Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 6: Campus will ensure all classrooms are a bully-free zone;

Evaluation Data Source(s) 6:

Summative Evaluation 6:

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

Performance Objective 1: STAAR 4th grade Writing passing percentage will be 85% or higher.

Evaluation Data Source(s) 1: STAAR writing scores

Summative Evaluation 1:

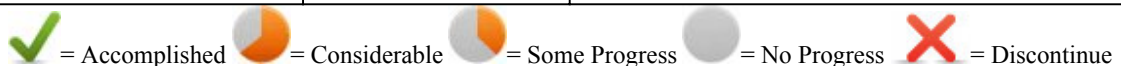
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Align Writer's Workshop instruction, assessment and student progress across grade levels	School staff, SPED and LEP support staff, Title 1 Reading and Math Instructional Facilitator, District ELAR Learning specialists	All students demonstrate growth of at least two writing levels			
Funding Sources: Title I - 411.08					
2) Grade level goals determined through PLC and focused (vertical) on during writing instruction (essential skills to be mastered by each grade level)	Principal, Assistant Principal, All teachers, Alphaphonics, ELL, GT	Increased writing in classrooms, collaboration among teachers focused on writing during PLCs; walk-through;			
3) Monitor targeted subgroups after assessments to ensure the academic success in Writing through the use of campus wide data tracking form on Google drive.	Principal, Asst. Principal, classroom teachers	Increased academic success in Writing.			
4) Writing teachers will attend Empowering Writers training in the Fall.	Administration; teachers	increase academic success in Writing;			
Funding Sources: Title I - 1617.90					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

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

Performance Objective 2: STAAR 3rd and 4th grade Reading passing percentage will 90% or higher

Evaluation Data Source(s) 2: STAAR Reading scores

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Utilize small group differentiated instruction with emphasis on comprehension skills of summarization, sequencing, vocabulary, context clues, main idea and inferencing (focus on filling foundational gaps in learning in the area of reading)	School staff, SPED and LEP Support staff, Title 1 Reading and Math Instructional Facilitator	MAP assessments Unit assessments (2-4) ELAR Performance Assessments, BAS			
Funding Sources: State Comp Ed - 0.00, State ELL Allotment - 0.00, Title I - 0.00					
2) Provide Reading interventions(during Bear Time and in small group time in classroom) based on analysis of student data and identified student need	School staff, SPED, LEP and Alpha Phonics support staff, Title 1 Reading and Math Instructional Facilitator	MAP assessments and progress monitoring, Grade level common formative assessments, ELAR Performance Assessments, BAS			
3) Provide dyslexia instruction for identified students	Dyslexia therapist, School staff	Alpha Phonics assessments, MAP assessments, BAS			
4) Collaborate with peers about curriculum, differentiation, and student performance of at risk students through PLC (Grade level Team PLC, Campus Leadership PLC, Rti Team & Decision Point Meetings)	School staff, SPED and LEP Support staff, Title 1 Reading and Math Instructional Facilitator	MAP assessments, Unit assessments, Performance Assessments, BAS			
5) 5) Monitor targeted subgroups after assessments to guide data-driven instruction to ensure the academic success in Reading through the use of campus wide data tracking form on Google Drive.	Principal, Asst. Principal, Classroom teachers	Increase academic success in Reading.			
					

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

Performance Objective 3: STAAR 3rd and 4th grade Math passing percentage will be 85% or higher

Evaluation Data Source(s) 3: STAAR Math scores

Summative Evaluation 3:












Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide small group differentiated instruction with an emphasis on problem-solving, place value, vocabulary, measurement, and computation	Classroom teachers, SPED and LEP support staff, Title 1 Reading and Math Instructional Facilitator, District Math Learning Specialist	MAP assessments, Unit assessments, Math Performance Indicators; Education Galaxy;			
<p>Critical Success Factors CSF 1 CSF 4</p> 2) Provide Math interventions based on analysis of student data and identified student need (i.e. BEAR Time)	Classroom teachers, SPED and LEP support staff, Title 1 Reading and Math Instructional Facilitator	MAP assessments and progress monitoring, Grade level common formative assessments, Math Performance Indicators; Education Galaxy;			
Funding Sources: Title I - 1784.62					
3) Collaborate with peers about Math curriculum, differentiation, and student performance through grade level and campus PLCs.	Classroom teachers, SPED and LEP Support staff, Title 1 Reading and Math Instructional Facilitator, District Math Learning Specialist	MAP assessments, Unit assessments, Performance Indicators; Education Galaxy;			
<p>Critical Success Factors CSF 1 CSF 2</p> 4) 4) Monitor targeted subgroups after assessments to guide data-driven instruction to ensure the academic success in Math.	Principal, Asst. Principal, classroom teachers	Increased academic success in Math.			
					

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

Performance Objective 4: Increase the scores of all students who do not meet the standard on beginning of the year assessments

Evaluation Data Source(s) 4: MAP EOY data

Summative Evaluation 4:

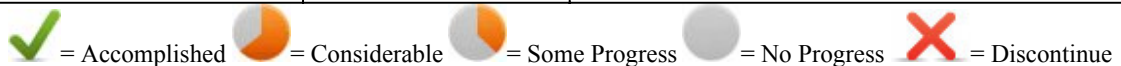
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide interventions based on analysis of student data and identified student need (Bear Time, Alpha phonics, small group in classroom, after-school tutorials)	School staff, SPED, LEP and Alpha Phonics support staff, Title 1 Reading and Math Instructional Facilitator	MAP assessments and progress monitoring, District checkpoint			
Funding Sources: Title I - 0.00					
2) Administer progress monitoring every three weeks for K-4 students identified as Tier 2 in the RTI process through intervention time assessments (teacher made)	Classroom teachers, SPED Support staff, Title 1 Reading and Math Instructional Facilitator	MAP progress monitoring and/or teacher created progress monitoring tools;BAS			
3) Grade level Team (weekly) PLC to review data and make instructional decisions based on student progress	Classroom teachers, Principal	Student progress on MAP, teacher created progress monitoring tools, unit assessments, common formative assessment; local and state assessments;BAS			
4) Decision Point RtI Meeting (every nine weeks)	Principal, Classroom Teachers	Student progress on MAP, teacher created progress monitoring tools, unit assessments, common formative assessment; local and state assessments;BAS			
5) Provide tutoring after school to students who aren't making adequate process;	Teachers, Principal, Assistant Principal; Title 1 teacher	Student progress on MAP, teacher created progress monitoring tools, unit assessments, common formative assessment; local and state assessments;BAS			
6) Tier 2 students will utilize Education Galaxy-- Lift Off program to close educational gaps in Math, Reading and Writing	Administration, teachers	increase in academic success (K-4)			
Funding Sources: Title I - 1450.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 5: Decrease gaps in passing rate for all subgroups.

Evaluation Data Source(s) 5: student STAAR scores

Summative Evaluation 5:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monitor and support at-risk (including homeless) students through the RtI process	Classroom teachers, Counselor, LEP and SPED support staff, Dyslexia therapist, Title 1 Reading and Math Instructional Facilitator	RtI Log, MAP progress monitoring			
2) Focus on content and intervention strategies during grade level and vertical PLCs;	Principal, Assistant Principal, Staff members, Learning Specialists	Student progress on MAP and in local and state assessment data Increase in differentiated strategies in classrooms - walk-throughs Education Galaxy			
3) Provide opportunities for after school tutoring	Administration and teachers;	student progress on MAP, DRA, and local and state assessment data			
4) Increase the rigor of questioning during Guided Reading, Math Workshop, station work and during intervention/extension time.	classroom teachers, Title 1 facilitator and administration	Increase in differentiated reading comprehension questioning; Increase math reasoning and problem solving skills; Student progress on MAP and in local and state assessment data;			
					









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

Performance Objective 6: Increase passing rate for SPED and LEP students on state assessments

Evaluation Data Source(s) 6: STAAR

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Continue implementation of Effective Instructional strategies (SIOP) and the ELPS.	Classroom teachers, LEP Support staff, Title 1 Reading and Math Instructional Facilitator	Lesson plans, Classroom walkthroughs and observations			
2) Monitor through the RtI process and through I.E.P.s and LEP goals	Classroom teachers, Special education teachers, ESL teacher, Principal, Assistant Principal, RtI Campus Team	Student progress on MAP, teacher created progress monitoring tools, unit assessments, common formative assessment; local and state assessments;BAS			
3) 3) Conduct focused review of Special Ed Math assessment data during PLCs throughout the year to ensure appropriate accommodations and instructional strategies are being implemented.	Special Education teachers, General Education teachers, Administration	PLC notes, teacher created accommodation documentation			
4) Inclusion teachers provide appropriate Math instruction during intervention time specific to the needs of each student.	Special Education teachers, General education teachers, Administration	Student performance data			
5) Conduct focused review of Special Ed ELAR assessment data during PLCs throughout the year to ensure appropriate accommodations and instructional strategies are being implemented.	Special Education teachers, General Education teachers, Administration	PLC notes, teacher created accommodation documentation			
6) Inclusion teachers provide appropriate ELAR instruction during intervention time specific to the needs of each student.	Special Education teachers, General education teachers, Administration	Student performance data;			
7) ESL services are provided daily for intervention and language skills; LLI kit for intervention;	ESL teacher	LEP STAAR scores; TELPAS			
8) Collect TELPAS Writing samples 3 times per school year to score and use for intervention planning.	ESL teacher and Classroom Teachers	TELPAS writing			











9) Provide Summer intervention for all LEP students entering Kindergarten and 1st grade.	District Summer School personnel and ESL teacher	Student achievement			
10) 10) LPACs are held to discuss specific student needs and accommodations throughout school year as needed	ESL teacher, administration; parent representative;	student performance data			
11) Monitor SPED and LEP student progress through the use of data tracking form on Google Drive.	Administration and teachers	district unit assessments, DRA, MAP, writing continuum, district checkpoints			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 7: Increase Masters level scores in all areas on STAAR assessments by 10% from May 2017.

Evaluation Data Source(s) 7: STAAR scores

Summative Evaluation 7:
















Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Identify "radar" students who are at-risk of not attaining Level III Advanced and provide targeted assistance for identified Student Expectations.	Classroom teachers, Paraprofessionals, Campus GT teacher	Unit assessments, District checkpoint			
2) Create Advanced Cluster classes for grades 2-4	Principal, Classroom teachers, GT teachers	Unit assessments, District checkpoint;Aimsweb, DRA;			
3) Effectively Utilize Bear Time (intervention and enrichment time) to extend learning of content;	Principal, Classroom Teachers, GT teachers	Unit assessments, District checkpoint;Aimsweb, DRA; lesson plans			
4) Provide additional training and resources for advanced cluster teachers in an effort to meet the needs of students	Principal, Classroom Teachers, GT teachers, District Instructional Specialists	Unit assessments, District checkpoint;Aimsweb, DRA; lesson plans			
5) 5) provide extended day tutorials for advanced students;	Administration and teachers	student progress on MAP, DRA, state and local assessments;			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 8: Provide parents and community partners with a variety of meaningful opportunities to be school partners

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Host Family Learning Nights (i.e. Title 1 Parent Meeting-- Reading/Math, Gallery of Scholars, (etc) to encourage parent involvement	Family Involvement Committee, School staff, Title 1 Reading and Math Instructional Facilitator	Calendar of events			
Funding Sources: Title I - 848.11					
2) Continue Watch DOGS (Dads of Great Students) and MOD (Moms on Duty) Squad	Assistant Principal, PTA Liason	Watch DOG and MOD Squad calendars			
3) Provide opportunities for parents/community members to attend Bear Boogie	Principal, Assistant Principal, School staff	Attendance, Student recognitions			
4) Celebrate student academic accomplishments and community service Paw Prints and at Bear Boogie	Principal, Assistant Principal, Counselor, school staff	Attendance and student recognitions			
5) Face to face Parent-Teacher conferences in the Fall	Classroom teachers and Principal	Percentage completed			
6) Administrator and Title 1 Facilitator will attend the Parent Involvement Title 1 Conference to gain knowledge and collaborate with schools nation-wide for innovative ideas on how to increase parent involvement.	Principal, Asst. Principal, Counselor, Title 1 Facilitator	Increase in parent involvement; Increase in engaging activities;			
Funding Sources: Title I - 772.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 9: Provide quality gifted and talented (GT) services that result in 100% passing rate and 70% Level III Advanced rate for all identified students

Evaluation Data Source(s) 9: Annual review, STAAR results

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Ensure compliance with professional development requirements for teachers providing GT services to identified students	Principal, Classroom teachers, GT teacher, District GT staff	Number of staff members trained			
2) Data analysis of GT student data by standard for targeted intervention and standard mastery	Classroom teachers, GT teacher, Principal, Assistant Principal	Classroom performance, Unit assessments			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

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

Performance Objective 10: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

Evaluation Data Source(s) 10: Numbers identified and served

Summative Evaluation 10:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide staff development session for district counselors and teachers.					
2) Utilize data to increase the awareness and needs of the McKinney-Vento Act students					
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance.					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

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

Performance Objective 11: Utilize Title 1 funds to pay for subs while teachers purposefully plan instruction and student grouping based on MAP and Checkpoint data;

Evaluation Data Source(s) 11: Increase in student progress on MAP, District and State Assessments

Summative Evaluation 11:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Utilize Title 1 funds to pay for subs while teachers purposefully plan instruction and student grouping based on MAP and Checkpoint data;	Principal, Learning specialists, Title 1 facilitator	Increase in student progress on MAP, District and State Assessments			
Funding Sources: Title I - 4500.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Attract, retain, and value a quality staff

Performance Objective 1: Staff members routinely collaborate and work interdependently to positively impact student achievement

Evaluation Data Source(s) 1:

Summative Evaluation 1:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Grade level teams actively participate in weekly PLCs meetings to discuss RtI, analyze data, and engage in curriculum and instruction discussions	Principal, Assistant Principal, Title 1 Math and Reading Instructional Facilitator, Design Team Facilitator	RtI documentation, BES Data Reflection/Planning Tool; BES Instructional Approach Tool, Lesson Plans, Engaging and Effective Lessons			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Attract, retain, and value a quality staff

Performance Objective 2: Campus culture and climate fosters trust, interdependence, and collaboration to promote academic success for students

Evaluation Data Source(s) 2:

Summative Evaluation 2:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Conduct annual district and campus culture surveys to determine need areas	Principal, Assistant Principal	Survey results			
2) Weekly grade level and campus PLCs to celebrate students, staff and BES community;	Principal, Assistant Principal	Survey results;assessment progress;			
3) Prinicpal and grade level team leaders will attend PLC conference in San Antonio	Principal; team leaders	increase in campus culture and high quality teacher collaboration;			
Funding Sources: Title I - 4014.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Attract, retain, and value a quality staff

Performance Objective 3: Provide ongoing, job embedded professional learning to address instructional needs as identified by analysis of data

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Continued professional learning for Writer's Workshop and scoring student writing	Principal, Assistant Principal, Title 1 Math and Reading Instructional Facilitator	Classroom implementation			
2) Differentiated Professional Development (during weekly PLCs) focused on: Math, Writing, Reading	Principal, Assistant Principal, Title 1 Facilitator, Alpha phonics teacher, Learning Specialists,	Strategies implemented in lessons (walk-throughs and observations) Effective team collaboration in PLCs			
3) Professional learning in the area of DRA and Guided Reading	Elementary Curriculum Director, Principal	MAP, DRA, STAAR scores			
Funding Sources: Title I - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Attract, retain, and value a quality staff

Performance Objective 4: Highly qualified staff members deliver effective and engaging instruction that yields student success

Evaluation Data Source(s) 4: State and Local Assessments

Summative Evaluation 4:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Differentiated Professional Development (during weekly PLCs) focused on: Math, Writing, Reading	Principal, Assistant Principal, Title 1 Facilitator, Alpha phonics teacher, Learning Specialists,	Strategies implemented in lessons (walk-throughs and observations) Effective team collaboration in PLCs			
2) Attend Job Fairs to seek best candidates focusing on increasing diversity of staff.	District Recruiting Team	Student -- staff ratios			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Attract, retain, and value a quality staff

Performance Objective 5: Provide timely feedback to all staff to monitor and develop stronger instruction for student success

Evaluation Data Source(s) 5: State and Local Assessments

Summative Evaluation 5:













Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Conduct frequent walkthroughs for staff providing feedback form and follow up conferences.	Principal and Assistant Principal	Unit tests formative assessment data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Manage growth in a way that ensures functional equity

Performance Objective 1: Teachers and students will have access to equitable resources and technology across classrooms to integrate technology into daily/weekly instruction.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Classrooms will have a minimum of 6 chromebooks or ipads, document camera, projector, and SmartBoard.	Principal	Classroom inventory			
2) Teachers and students have access to a computer lab, chrome books and ipads for check out in the library	Principal, Assistant principal, Title 1 Math and Reading Facilitator, Librarian and computer teacher	Calendar documenting usage of computer labs			
3) iPads and Chromebooks available for use in classrooms.	Title 1 Math and Reading Facilitator, Librarian	Checkout log, student use of appropriate labs			
4) SPEED 21 lessons available for use by teachers.	SPEED 21 teachers	Lesson plans			
5) Campus website has a link for Bear's Den, a bank of educational websites organized by grade level and skill, for students and teachers.	Assistant Principal	Use of websites during Bear Time and daily instruction			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Manage growth in a way that ensures functional equity

Performance Objective 2: New teachers will receive support and mentoring from veteran staff members.

Evaluation Data Source(s) 2:

Summative Evaluation 2:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers new to the field and to Birmingham will have a campus mentor to increase understanding of campus and district initiatives.	Principal, Mentor teachers, district personnel	Feedback from new teachers			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Manage growth in a way that ensures functional equity

Performance Objective 3: Classes will be maintained at a reasonable size with balanced numbers of students receiving special services to ensure effective instruction and monitoring

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Include input from previous grade level teachers and special services teachers to create class lists.	Principal	Class lists			
2) Implement Kindergarten Adventure to conduct academic and social screening for incoming kindergartners in order to create balanced classes.	Principal, Assistant principal, Kindergarten teachers	Class lists			
Funding Sources: Title I - 684.01					
3) Provide opportunity for incoming preschoolers to attend campus transition activities including in-district preschoolers and local daycares.	Principal and Counselor	Attendance			
Funding Sources: Title I - 2479.30					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: Prepare students for a successful life beyond high school

Performance Objective 1: Increase Masters level performance rates as determined on STAAR test to impact college readiness

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Identify students and provide enrichment through Advanced Academics Curriculum (Bear Time, small group in class, after school tutorials)	Principal, Assistant Principal, Classroom teachers; Curriculum and Instruction Department; Advanced Academics Learning Specialist.	Masters level performance rate on unit assessments minimum of 30%			
2) Provide extended day tutorials for advanced students.	Administration and teachers	Masters level performance on state and local assessments.			
					

Goal 5: Prepare students for a successful life beyond high school

Performance Objective 2: Build student awareness for college and career opportunities

Evaluation Data Source(s) 2: Implement and emphasize the core values of The Wylie Way; Regular classroom visits for guidance from the school counselor; Campus-wide career day;

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Guidance lessons focused on career awareness	Counselor	Counselor's schedule			
2) Career Day campus-wide event using community contacts when appropriate	Counselor, Principal, Asst. Principal and all teachers	Participation; interest inventory for students and post test after career learning;			
3) College and career awareness with presentations on morning announcements	Wylie Way Committee	BNN schedule of guest speakers			
					

Goal 5: Prepare students for a successful life beyond high school

Performance Objective 3: Impact student achievement through the use of instructional technology

Evaluation Data Source(s) 3: utilize time during PLC for job-embedded PD focused on the integration of technology;

Summative Evaluation 3:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement SPEED 21 in two classrooms	SPEED 21 teachers	Use of instructional technology as documented in lesson plans			
2) Utilize desktop computers, Chromebooks, SmartBoards and iPads to enhance student learning	School staff, SPED and LEP support staff, Title 1 Reading and Math Instructional Facilitator	Lesson plans, Classroom observations and walkthroughs			
3) Present cyber safety and appropriate use of technology for learning purposes	Computer specialist, Classroom teacher	Lesson plans, Classroom observations and walkthroughs			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 5: Prepare students for a successful life beyond high school

Performance Objective 4: Incorporate student goal setting to increase academic achievement

Evaluation Data Source(s) 4: students tracking their own data and taking ownership of their learning and the learning process;

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Classroom teachers include student goal setting in areas such as unit assessments, math fluency, writing levels, reading levels, etc.	Classroom teachers, Principal, Assistant Principal	Goal setting documentation from each classroom			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: Prepare students for a successful life beyond high school

Performance Objective 5: Provide students experiences and opportunities to interact and learn from experts in a variety of careers.

Evaluation Data Source(s) 5:

Summative Evaluation 5:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Chris Barton, author of children's literature, will visit with Birmingham students on February 27, 2018.	Principal, Librarian, Title 1 Facilitator	Students will gain knowledge and experience real time feedback regarding life as an author.			
Funding Sources: Title I - 1700.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 6: Celebrate our Excellence

Performance Objective 1: Use social media to promote Birmingham's brand

Evaluation Data Source(s) 1:

Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus website up-to-date with pertinent information for students, parents and community members	Campus Webmaster Principal Assistant Principal	Feedback from stakeholders, activity on website			
2) Use Facebook and Twitter to post pictures/comments promoting campus and PTA events	Principal Assistant Principal Webmaster	Level of activity on Facebook and Twitter i.e. # of Likes, Comments, and Retweets			
3) 3) Display campus events and celebrations on school marquee	Principal, Asst. Principal	number celebrations posted			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 6: Celebrate our Excellence

Performance Objective 2: Recognize student achievement in a variety of ways

Evaluation Data Source(s) 2:

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Recognize students who meet the criteria for Work Ethic, A Honor Roll, A&B Honor Roll, Citizenship, Attendance(including tardies)	Classroom teachers	Number of recognitions at Bear Boogie, in Paw Prints, and on webpage			
2) Conduct End of Year Award Assemblies and Graduations	Principal, Assistant Principal, Classroom teachers	Ceremonies held the last week of school			
3) Bear Boogie, celebrating students' academic success and demonstration of strong character	Principal, Assistant Principal, Staff members	Student (brags) and recognitions			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 6: Celebrate our Excellence

Performance Objective 3: Recognize staff achievement in a variety of ways

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Celebrate teachers through emails, The Birmingham Brief, Facebook, the passing of the Celebration Bear (est. 2014), start faculty meetings with celebrations/brags	Principal	Number of celebrations; campus morale			
2) Teachers can celebrate each other through weekly brags section of the Principal's Birmingham Brief and at Bear Boogies	Principal and staff	number of brags; campus morale			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 1: Students in grade 2nd - 4th grade will participate in UIL Academic Competitions.

Evaluation Data Source(s) 1: UIL rosters

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will participate in after school tryouts, practices and district-wide competition.	campus staff	student experience in extracurricular activities;			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

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

Performance Objective 2: 4th grade students will participate in Honor Choir.

Evaluation Data Source(s) 2: Honor Choir roster

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will participate in after school tryouts, practices and district-wide competition.	campus staff	student experience in extracurricular activities;			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

State Compensatory

Budget for Birmingham Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6117 00 044 024 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,035.48
199 E 13 6119 00 102 024 033	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,364.51
6100 Subtotal:		\$66,399.99
6300 Supplies and Services		
199E11632900102024033	6329 Reading Materials	\$37.00
199E11633900102024033	6339 Testing Materials	\$94.00
199E11639800102024000	6391 General Supplies - Locally Defined	\$3,728.00
6300 Subtotal:		\$3,859.00

Personnel for Birmingham Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Corinne Houghton	Teacher	Alpha Phonics	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debbie Watkins	Teacher tutor	Title 1	1
Joanna Higginbotham	paraprofessional	Title I	1
Marissa Herrera-Oldfield	Reading/ Math Facilitator	Title 1	1

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Amber Boley	2nd grade teacher
Administrator	Tiffany Doolan	Principal
Administrator	Tracy Halligan	Assistant Principal
Administrator	Katie Ray	Counselor
Parent	Desirre Sosa	Parent
Community Representative	Charles Rothermel	Community Partner
Community Representative	Pam Rothermel	Community Partner
Parent	Jessica Jones	Parent

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,120.00
+/- Difference					\$8,120.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,120.00
+/- Difference					\$1,120.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$411.08
2	1	4	Empowering Writer's registration		\$1,617.90
2	2	1			\$0.00
2	3	2			\$1,784.62
2	4	1	Title 1 Specialist		\$0.00
2	4	1	Dyslexia Specialist		\$0.00
2	4	1	Special Education teachers		\$0.00
2	4	1	ESL teacher		\$0.00
2	4	1			\$0.00
2	4	6	Lift Off -- additional resource of Education Galaxy		\$1,450.00
2	8	1			\$848.11
2	8	6	Parent Involvement Training- registration		\$772.00

2	11	1			\$4,500.00
3	2	3	PLC conference - registration		\$4,014.00
3	3	3			\$0.00
4	3	2			\$684.01
4	3	3			\$2,479.30
5	5	1	Title 1 funds to cover cost of author experience		\$1,700.00
Sub-Total					\$20,261.02
Budgeted Fund Source Amount					\$143,779.00
+/- Difference					\$123,517.98
Grand Total					\$20,261.02