

**Pine Tree Independent School District**  
**Birch Elementary**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

The Pine Tree family champions the relentless pursuit of excellence through a compassionate and safe learning environment empowering all students to develop their unique passions and to make a positive impact in a global society.

## Vision

Tradition of Excellence

## Value Statement

*We believe in:*

Lifelong Learning– We are a learning organization, where students are engaged and leaders grow.

Innovation Through Collaboration– We foster a culture of innovation: working together, adapting to change.

Trust and Safety– We provide a trusting and safe environment accountable to the highest standards and most effective tools.

Respect– We respect each other, embracing diversity and global awareness.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Birch Elementary is a 39 year old Title 1 campus serving students in 1st-4th grades. Enrollment is up from the 2018-2019 school year with students having moved to the district from surrounding areas. Demographics as of the end of the 18-19 school year are as follows: ECD 74%, AA 25%, Hispanic 35%, White 31%, Asian 1%, Multiple Races 3%, At Risk 52%, Bilingual 12%, Dyslexia 4%, ESL 6%, GT 5%, LEP 19%, SpEd 9%, Male 52%, and Female 48%. At risk populations consist of- LEP due to poor performance on PK-3 Readiness tests, retained students, students with CPS involvement, homeless, failures in 2 or more classes, PACE placement students, ABU placement students, and students who fail state assessments. Staff demographics based on the 17-18 TAPR report are: AA 4.1%, HIS 7%, and White 88.9%. Student to Teacher ratio- 1st Grade 19.3, 2nd Grade- 15.6, 3rd Grade- 15.4, and 4th 16.

### Demographics Strengths

Birch Elementary strives to meet the needs of our diverse populations by building relationships, creating a culture of high expectations, and establishing organization and structure. In addition we believe that a focus on growth instills hope in all of our students. Birch strives to focus on the positives that students from diverse populations bring to the school. There is a mindset of high expectations for all.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education and Dyslexia. **Root Cause:** Lack of consistency in support provided through special programs, missing Tier 1 instructional time for pull-outs.

# Student Achievement

## Student Achievement Summary

Spring 2019 STAAR data:

3rd Grade Reading: Approaches- all students 69%, Meets 37%, 24%

4th Grade Reading: Approaches- all students 64%, Meets 34%, 13%

4th Grade Writing: Approachs- all students 54%, Meets 23%, Masters 5%

3rd Grade Math: Approaches- all students 75%, Meets 46%, Masters 18%

4th Grade Math: Approaches- all students 75%, Meets 49%, Masters 26%

Student achievement data is reported and disaggregated throughout the year in state accountability reports, district assessment reports, informal and formal program evaluations, and attendance reports. Data mining is facilitated through management systems such as Skyward (student PEIMS information database), DMAC, and various instructional programs such as I-Station.

Ethnicity, gender, socio-economic status, and special programs parameters can all be set using these technology tools in order to make data analysis easier.

## Student Achievement Strengths

Birch Elementary met the standard for all required indices in the state's performance index standards on: Student Achievement, Student Progress, Closing Performance Gaps and Post-secondary Readiness. In 2019 Birch Elementary recieved distinctions for Comparative Academic Growth.

The following sub-populations have shown growth- ECD, Hispanic, and AA in reading, math, and writing through small group detailed instruction and intervention. Data driven instructional practices and motivational strategies involving relationship building and connections have further increased student growth measures.

STEAM (Science, Technology, Engineering, Arts, and Mathematics) projects to challenge our gifted and talented students, as well as

enhanced academic opportunities for all students.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education and Dyslexia. **Root Cause:** Lack of consistency in support provided through special programs, missing Tier 1 instructional time for pull-outs.

# School Culture and Climate

## School Culture and Climate Summary

We have established and implemented a program emphasizing relationships and growth for all teachers. The District has established the Anchor Academy for zero-based teachers. Anchor Academy is tied to the Leadership 3 program which pairs zero based or teachers who desire to improve in their craft with teachers who desire to grow into leadership roles within the district. We sponsor various activities throughout the school year to foster team building and morale including breakfasts and luncheons to promote collegiality and a positive work experience.

We have built a staff social contract and asked teachers to utilize throughout the building with their classes to build a culture of family. We have implemented morning class meetings in our engage period and launch periods at the end of the day to begin and end positively. We greet students with music at morning drop off and have initiated Fun Friday with music in the cafeteria.

Our Sunshine Committee meets monthly to discuss ways to improve the overall climate of the learning community. Reward systems (Celebrations, Awards Assemblies, Accelerated Reader, and Student and Pirate of the Month recognition), review of classroom, hallway and assembly expectations have contributed to fewer discipline referrals and suspension. Administrators, instructional coaches and our counselor work in unison with classroom students, parents and classroom teachers to make sure students can acclimate themselves to an environment that is conducive to learning.

Birch Elementary will implement "Birch First" to improve the culture and climate of the campus to create an atmosphere where teachers and students want to be at school.

Campus leadership team actively models building relationships and continual professional growth.

## School Culture and Climate Strengths

Birch Elementary staff strives to collaborate to provide a warm, nurturing environment for our students, staff, and parents. Students and staff members feel like they have fun and are supported at Birch.

Since off-task and disruptive behaviors are down achievement is up.

Systems (school resource officers, raptor, surveillance cameras) are in place to provide a safer environment for students and staff. Good

rapport between the community and the administration at the school.

Birch Elementary recruits volunteers for PTA, Fall Festival, Literacy Army, and Genius Hour.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** There is a need to improve the unity and cohesiveness between teams and grade levels. **Root Cause:** In previous years the turn over of leadership and staff created a void in strong connections among campus staff.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Administrators attend job fairs, use social media, networking, local universities, service centers, and word of mouth to actively recruit quality applicants to Birch Elementary. Birch team members have lead in the recruitment process to bring other great people to the campus. The goal is to retain staff through an increase in staff morale. The improved culture and climate as well as reputation and social media presence of Birch has attracted multiple qualified applicants to want to work on this campus.

## Staff Quality, Recruitment, and Retention Strengths

The Longview and greater East Texas area is a good place to live and work and provides a rich talent pool. Birch Elementary makes a concerted effort to retain its highly-qualified and hard-working teachers. We serve student teachers from the University of Texas-Tyler, Kilgore College, and Letourneau University, which has afforded us the opportunity to hire qualified teachers upon their graduation. Administrators also participate in job fairs to meet prospective staff members. Staff members have also been key to identifying, and recruiting, qualified personnel that may be available. At Birch, educators are appreciated and understand the importance of their role in campus success.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Quality instruction is to be provided within all classrooms and all students will participate in it. **Root Cause:** Growth mindset has not previously be the expected norm in relation to all students.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Birch Elementary utilizes the TEKS Resource System as the curriculum management portal. At the end of the 2018-2019 school year, the decision was made to move to an Early Exit Transitional Model for our Bilingual classrooms. Students are instructed daily through a Balanced Instructional Model to include Guided Reading and Guided Math. STEAM lessons are incorporated into Science instruction daily. Teachers have participated in aligning Math and ELAR strategies during both vertical alignment meetings during the school year and professional learning. Teachers collaborate on a weekly basis with Instructional Coaches, Lead Teachers and Specialists to discuss instructional design, high yield instructional strategies leading to increased student achievement ensuring content, context, and cognition types of the student expectations in the TEKS. New reading curriculum was adopted for all grade levels in the Spring of 2019. Implementation of the ITBS test for students grades 1-2 at the end of the 2018-2019 school year.

## Curriculum, Instruction, and Assessment Strengths

TEKS Resource System provides the scope and sequence, instructional focus documents, and year-at-a glance for our content teachers. Our campus works together as a Professional Learning Community to design resources, common assessments, and instructional delivery lessons.

We have used several data sources (STAAR, TELPAS, TEKSCORE/DMAC, BAS, I-Station, Report Cards) to monitor student achievement and improvement. Our push-in and pull-out intervention models are being implemented daily in reading and math with our Tier 2 and Tier 3 students.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Increase proficiency in utilizing resources available with depth and rigor. **Root Cause:** Providing in-depth training for all staff members to increase the effectiveness of classroom instruction.

# Parent and Community Engagement

## Parent and Community Engagement Summary

A new, active Birch Elementary PTA and several staff members who live in the Pine Tree community prove to be an excellent source of volunteers. Teachers exhibit a welcoming attitude towards all forms of volunteerism. Birch Elementary provides parent educational opportunities such as Curriculum Nights, Grandparents day, parent teacher conferences, Fall festival, UIL family night, Popsicles with Principals, and STAAR Pep Rally. A community partnership with local businesses enhances our working relationship with the community. Our Reading Specialist trains volunteers to mentor struggling readers in all grades for our Literacy Army. Our student council organizes special projects such as: book drives, clothing drives, and holiday toy drives to provide students with service opportunities in our local community. The Birch Beatles provide performances for the community to enjoy.

Parents: Communicate in English/Spanish, provide transportation, assist parents of truant students in problem solving and solutions, use SeeSaw to communicate academic products, provide learning opportunities throughout year for parents to assist students with early literacy practice.

Educators: Survey needs for classroom and provide needed resources, use behavior interventionist to assist with TIER 1 instruction, provide professional development throughout year based on data collection

Students: campus wide free breakfast, behavior intervention, academic intervention, ESL classes have bilingual paras to assist students with translation from Spanish to English.

## Parent and Community Engagement Strengths

Large volunteer population for our Literacy Army to work with struggling readers. Continue to solicit parent volunteers using mailings, notes sent home, and announcements on the school marquee and School Messenger in English and Spanish. Birch Elementary has seen an increase in volunteers for all aspects of campus activities. PTA has increased to 102 members and has begun to have a stronger presence on campus. Birch Elementary has quarterly community celebrations for success. Birch Elementary celebrates student success in first and second grade with quarterly publishing parties.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Limited parent involvement in campus decision making. **Root Cause:** Parents had become used to an environment that was unwelcoming during previous years and are hesitant to become involved.

# School Context and Organization

## School Context and Organization Summary

Birch Elementary is a campus committed to meeting State, Federal and Local standards. Birch Elementary has a designated leadership team consisting of grade level and lead teachers that meet regularly to discuss these standards. Monthly faculty meetings allow time to explore common topics, provide training, and review behavior expectations. A digital newsletter and GOOGLE Campus Calendar is utilized to allow for communication of upcoming events, decisions, and other important information.

The campus improvement committee meets four times a year to review student academic achievement, the progression of the campus plan, and provide feedback regarding the subsequent year's improvement planning.

Discipline and other campus teams meet monthly throughout the school year to plan, implement, and evaluate the programs.

RTI (Response to Intervention) Teams meet with grade level teachers and interventionists to plan, implement, and evaluate student needs and growth. Instruction is driven by data meetings held approximately every 6 weeks.

## School Context and Organization Strengths

Birch Elementary will continue to utilize weekly common planning times for all teachers to review assessment data and plan for instruction using backwards design and the 4 PLC questions. Birch Elementary will implement the pyramid of intervention to focus on student needs. The Response to Intervention (RTI) process has more students being served through targeted Tier 1, 2, and 3 interventions with the addition of more intervention staff. Interruptions during the school day are held to a minimal level. Communication folders are sent home, daily, to monitor academic and behavioral progress.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Ensuring the ability to enrich, extend, and intervene in student learning with an increase in teacher expertise. **Root Cause:** Staff members need access to more resources and training to extend instructional practices.

# Technology

## Technology Summary

Birch Elementary has wireless access throughout the building. Each teacher is issued a laptop, iPad, document camera and data projector. There are 2 computer labs with 24 computers per lab. The campus has 1 mini iPad cart for the school year. Each classroom is also provided 5 iPads for student use. Each grade level has been provided with headphones requested and a chrome book cart dedicated to that grade level for specific checkout to use for classroom instruction.

## Technology Strengths

Teachers and staff members provide regularly scheduled opportunities for technology through their classroom as well as the computer labs. Digital Citizenship, Education Galaxy, iStation and internet safety are additional technology curriculum offered to all student while in the computer labs. There are 2 staff members that assist students in the computer labs. Prior to the start of the 2018-2019 school year teaching staff were provided with new laptops. During the second semester of the 2018-2019 school year four chrome book carts were purchased for the campus and are now available one per grade level for use in classroom instruction. Our new reading curriculum is also available digitally for teacher use.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Need to increase the types of technology available for student use. **Root Cause:** Working with Technology Department to update technology resources over the next 3 years.

**Problem Statement 2:** Teachers and students struggle to engage in effective Project Based. Learning **Root Cause:** Limited available technology hardware. There are 170-180 students per grade level with 24 available Chromebooks per grade.

# Priority Problem Statements

**Problem Statement 1:** Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education and Dyslexia.

**Root Cause 1:** Lack of consistency in support provided through special programs, missing Tier 1 instructional time for pull-outs.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education and Dyslexia.

**Root Cause 2:** Lack of consistency in support provided through special programs, missing Tier 1 instructional time for pull-outs.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** There is a need to improve the unity and cohesiveness between teams and grade levels.

**Root Cause 3:** In previous years the turn over of leadership and staff created a void in strong connections among campus staff.

**Problem Statement 3 Areas:** District Culture and Climate

**Problem Statement 4:** Quality instruction is to be provided within all classrooms and all students will participate in it.

**Root Cause 4:** Growth mindset has not previously be the expected norm in relation to all students.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Increase proficiency in utilizing resources available with depth and rigor.

**Root Cause 5:** Providing in-depth training for all staff members to increase the effectiveness of classroom instruction.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** Limited parent involvement in campus decision making.

**Root Cause 6:** Parents had become used to an environment that was unwelcoming during previous years and are hesitant to become involved.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Ensuring the ability to enrich, extend, and intervene in student learning with an increase in teacher expertise.

**Root Cause 7:** Staff members need access to more resources and training to extend instructional practices.

**Problem Statement 7 Areas:** District Context and Organization

**Problem Statement 8:** Need to increase the types of technology available for student use.

**Root Cause 8:** Working with Technology Department to update technology resources over the next 3 years.

**Problem Statement 8 Areas:** Technology



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

## Parent/Community Data

- Parent surveys and/or other feedback

# Goals




Revised/Approved: November 06, 2019

## Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of growth mindset where all students are expected to experience academic successes.

**Performance Objective 1:** All student groups will meet and/or exceed the state and regional average percentage for approaches/meets/masters on each STAAR grade level and subject. These acceptable percentages should be reflected in our non-STAAR grade levels and subjects also.

**Evaluation Data Source(s) 1:** Student Assessment Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      1) Teachers will implement a balanced literacy based curriculum including Guided reading with fidelity. Teachers will utilize print and digital math and ELAR resources.</p>	2.4, 2.5, 2.6	District CIA Department Principals Teachers Instructional Coaches (2FTE's) Bilingual Teachers (1 FTEs), Bilingual Aides (2 FTEs), Instructional Intervention Aides (3 FTEs)	Student numbers will decrease in Tier 2 and Tier 3 intervention through meaningful data analysis driving instructional practices.			
<p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1  <b>Funding Sources:</b> 211- Title I Funds - 222522.00, 163- Comp Ed Funds - 361773.00</p>						
 = Accomplished  = No Progress  = Discontinue						

## Performance Objective 1 Problem Statements:

### Student Achievement

**Problem Statement 1:** Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education and Dyslexia. **Root Cause 1:** Lack of consistency in support provided through special programs, missing Tier 1 instructional time for pull-outs.

### School Culture and Climate

**Problem Statement 1:** There is a need to improve the unity and cohesiveness between teams and grade levels. **Root Cause 1:** In previous years the turn over of leadership and staff created a void in strong connections among campus staff.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Quality instruction is to be provided within all classrooms and all students will participate in it. **Root Cause 1:** Growth mindset has not previously be the expected norm in relation to all students.

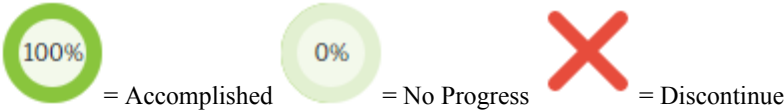
**Goal 1:** Birch Elementary will create a customized learning environment that ensures a culture of growth mindset where all students are expected to experience academic successes.

**Performance Objective 2:** 100% of students will make at least one year's academic growth.

**Evaluation Data Source(s) 2:** STAAR Data, State reports, Fountas & Pinnell Benchmark Assessment results, ITBS testing, ISIP reports, Accelerated Reader reports, intervention reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Students will have access to online-based reading tutorial programs to improve their reading comprehension skills. Those resources will include iStation Reading, LLI, Accelerated Reader, Education Galaxy, and Fast Forward. They will also receive interventions through small group instruction during the school day using materials and resources focused on the TEKS/STAAR. Students will be able to earn rewards for their participation and goal achievement on the online programs (e.g. Accelerated Reader).</p>	2.4, 2.5, 2.6	Principals ELAR Instructional Coach (2 FTE) Academic Specialist (1 FTE) Curriculum Coordinator Librarian	Increased student reading performance; increased academic achievement as measured on Index 2 of STAAR			
<p>2) Teachers will use formative and summative Running Records to drive instruction and monitor student growth. Frequent RtI meetings will be held to discuss all student data and progress.</p>	2.4, 2.5, 2.6	Principals ELAR Instructional Coach (2 FTE) Academic Specialist (1 FTE) Curriculum Coordinator Counselor	Data reviewed at RTI and Data Meetings will reflect increased student reading performance.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Data driven DMAC meetings will be held approximately once every 6 weeks following assessments. Students track their own growth and performance. Teachers and administrators use the assessment data to inform future instructional decisions.</p>	2.4, 2.6	Principals, Instructional Coaches (2 FTEs), general education teachers, Academic Specialist (1 FTE), Curriculum Coordinator, Special education teachers, Dyslexia teachers	Student growth and ownership by all stakeholders.			
<p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> 211- Title I Funds - 169998.00, 163- Comp Ed Funds - 361773.00, 224- IDEA B- SPED - 21615.00</p>						
						

**Performance Objective 2 Problem Statements:**

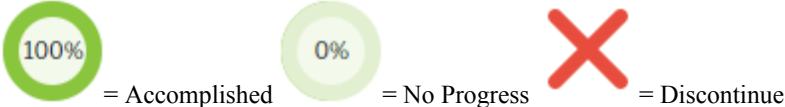
<b>Student Achievement</b>
<b>Problem Statement 1:</b> Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education and Dyslexia. <b>Root Cause 1:</b> Lack of consistency in support provided through special programs, missing Tier 1 instructional time for pull-outs.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Quality instruction is to be provided within all classrooms and all students will participate in it. <b>Root Cause 1:</b> Growth mindset has not previously be the expected norm in relation to all students.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Increase proficiency in utilizing resources available with depth and rigor. <b>Root Cause 1:</b> Providing in-depth training for all staff members to increase the effectiveness of classroom instruction.

**Goal 1:** Birch Elementary will create a customized learning environment that ensures a culture of growth mindset where all students are expected to experience academic successes.

**Performance Objective 3:** Birch Elementary will implement systems and strategies to support English Learners (EL).

**Evaluation Data Source(s) 3:** TELPAS, Teacher Certification Data, Classroom Observations

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) All core content area teachers who serve English Learners will be ESL certified by the end of 2019-2020 school year.	2.4, 2.6	Campus administrators, Coordinator of Special Programs	Compliance with TEA guidelines			
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Teachers will use language acquisition strategies based on ELPS and progress monitor individual student goals for all language domains.	2.4, 2.6	Campus administrators, Coordinator of Special Programs	Increase in TELPAS scores and increase in percentage of students eligible to exit ESL/bilingual program			
3) TEKS, ELPS, and CCRS will be included in the curriculum. Language objectives and learning objectives will be posted. Teachers will use realia and comprehensible input.	2.4, 2.6	Campus administrators, Coordinator of Special Programs, Instructional Coaches (2 FTE), Bilingual and ESL teachers	Increase in student achievement			
						

## Goal 2: Birch Elementary will maximize learning through the use of new technology provided to teachers.




**Performance Objective 1:** Increase the integration of technology in instructional practices.

**Evaluation Data Source(s) 1:** Regular instructional design and delivery integrated with technology

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) The campus teachers will utilize ipads and Chromebook applications to enhance their instruction. Programs such as I-Station and Education Galaxy in classrooms on iPads and/or computers and weekly interventions and enrichment through outclass computer labs with computer-based programs will occur. Teachers will utilize iPads applications in core subjects to enhance their instruction.	2.4, 2.5, 2.6	Instructional Coaches (2 FTE) Academic Specialist Teachers (1 FTE) Principals General education teachers,	Increased usage and student achievement noted through applications.			
	<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> 211- Title I Funds - 169998.00, 163- Comp Ed Funds - 106668.00					
2) Technology catalysts in each grade level will learn new technologies and train other teachers in their use. Technology catalyst in each grade level will learn new technology (Chromebooks, Clevertouch, etc) and model its use in the classroom to encourage other teachers to implement.	2.5	Principals Instructional Coaches (2 FTEs)				
	<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> 211- Title I Funds - 169998.00					



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
3) Instructional aides for interventions use technology daily for tier 2 and tier 3 reading, math, and language intervention for eligible students.	2.4, 2.6	Instructional Aides for Intervention (3 FTEs), Bilingual aides (2 FTEs) Principals, Academic Specialist (1 FTE), Instructional Coaches (2 FTEs)	Increased student achievement			
<b>Problem Statements:</b> Student Achievement 1 - Technology 1 <b>Funding Sources:</b> 211- Title I Funds - 222522.00, 163- Comp Ed Funds - 72876.00						
 = Accomplished  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education and Dyslexia. <b>Root Cause 1:</b> Lack of consistency in support provided through special programs, missing Tier 1 instructional time for pull-outs.
<b>Technology</b>
<b>Problem Statement 1:</b> Need to increase the types of technology available for student use. <b>Root Cause 1:</b> Working with Technology Department to update technology resources over the next 3 years.

### Goal 3: Birch Elementary will boldly support the social and emotional needs of all students.

**Performance Objective 1:** Teachers and students will participate in two daily periods called Engage and Launch that will encourage positive communications and building a sense of family in their homerooms and across campus.

**Evaluation Data Source(s) 1:** Daily implementation of the Engage and Launch periods.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Capturing Kids Hearts is the foundation of Engage and Launch. There is a need to provide more and continued Capturing Kids Hearts training for Birch Elementary staff members.	2.4, 2.5, 2.6	Principals, Teachers, Instructional Coaches (2 FTE) Academic Specialist (1 FTE), Support Staff (6) Bilingual Teachers (4) Dyslexia (1)	Improved culture and climate; increased instructional time. Reduction of discipline referrals.			
2) Teachers, parents and students will participate in Red Ribbon Week which promotes drug prevention/awareness.  Students , parents and teachers will participate in bully prevention activities and discuss topics such as bullying and violence to our student body.	2.4, 2.5, 2.6	Teachers Counselor Principals	Improved student participation Improved community involvement			
3) Focus on all students' attendance throughout the school year through educating parents on the importance of daily attendance at school, attendance incentives and celebrations, and increase parental communication concerning attendance.	2.4, 2.5	Principal, Assistant Principal, Classroom Teacher, Registrar/PEIMS	Increase in daily attendance for all students, increase in student achievement (CA, CBA, STAAR, reading levels).			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May

**Performance Objective 1 Problem Statements:**




School Culture and Climate
<p><b>Problem Statement 1:</b> There is a need to improve the unity and cohesiveness between teams and grade levels. <b>Root Cause 1:</b> In previous years the turn over of leadership and staff created a void in strong connections among campus staff.</p>

**Goal 3:** Birch Elementary will boldly support the social and emotional needs of all students.

**Performance Objective 2:** Build relationships and create opportunities to increase positive student behaviors and improve inappropriate behaviors.

**Evaluation Data Source(s) 2:** Monthly meetings documented between counselor and classes.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Each student will participate in character education classes provided through the school counselor.	2.6	Principals, Counselor				
<b>Problem Statements:</b> Demographics 1						
 = Accomplished  = No Progress  = Discontinue						

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education and Dyslexia. <b>Root Cause 1:</b> Lack of consistency in support provided through special programs, missing Tier 1 instructional time for pull-outs.




## Goal 4: Birch Elementary will increase parent and community involvement in campus decision making and events.

**Performance Objective 1:** Increase parent and family engagement in all aspects of campus activities.

**Evaluation Data Source(s) 1:** PTA Meeting data, Title I meetings, agendas, sign-in sheets

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) A new campus PTA will be involved in assisting planning special events and making decisions about meeting campus needs through fundraising.		Principals	Increased involvement and funds available for campus needs			
	<b>Problem Statements:</b> Parent and Community Engagement 1					
2) Genius Hour, Campus Site-based committee membership, and the annual Fall Festival as well as other events to be decided will encourage community members to be active participants at Birch.						
	<b>Problem Statements:</b> Parent and Community Engagement 1					
3) Development, distribution, and revision of Campus Parent and Family Engagement Plan through the SBDM process involving all stakeholders.	3.1, 3.2	Principal, Assistant Principal, Parent Liaison, Coordinator of Special Programs	Increased parental involvement and awareness, increased student attendance and academic achievement.			
	<b>Problem Statements:</b> Parent and Community Engagement 1					
4) Use of district Parent Liaison to strengthen home/school relationships. In addition, home and school relationships will be improved through Title I annual parent meeting, Meet the Teacher night, Grandparents lunch, Fall Festival Night, and other events throughout the year.	2.4, 2.5, 2.6, 3.1, 3.2	Principals Assistant Superintendent of Human Resources Parent Liaison	Parent survey will reflect positive engagement.			
	<b>Funding Sources:</b> 199 - General Funds - 0.00, 211- Title I Funds - 0.00					
5) Conduct annual Title I meeting to share information regarding Title I with parents and community.		Principals	increase engagement			
	<b>Problem Statements:</b> Parent and Community Engagement 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
 = Accomplished  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

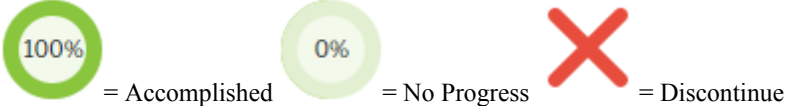
Parent and Community Engagement
<p><b>Problem Statement 1:</b> Limited parent involvement in campus decision making. <b>Root Cause 1:</b> Parents had become used to an environment that was unwelcoming during previous years and are hesitant to become involved.</p>

## Goal 5: Birch Elementary will recruit, develop, support, and retain the highest quality staff.

**Performance Objective 1:** Increase qualified applicant pool for Birch elementary.

**Evaluation Data Source(s) 1:** Social media posts, job pool increase evident

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Social media and campus outreach activities actively promote a positive working environment to interested candidates.		Principals, Andrea Mabe	increased applicant pool resulting in increased student achievement			
	<b>Problem Statements:</b> School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1					
2) In house professional development in new curricular resources, technology, instructional practices, and classroom management is readily available.	2.4, 2.6	Principals, Curriculum Coordinator, Instructional Coaches (2 FTEs)				
	<b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1					
3) Zero-based and less experienced teachers are provided with on campus mentors through the Anchor Academy and Leadership 3 programs.		Principals, Curriculum Coordinator				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1					
						

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education and Dyslexia. <b>Root Cause 1:</b> Lack of consistency in support provided through special programs, missing Tier 1 instructional time for pull-outs.

### School Culture and Climate

**Problem Statement 1:** There is a need to improve the unity and cohesiveness between teams and grade levels. **Root Cause 1:** In previous years the turn over of leadership and staff created a void in strong connections among campus staff.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Quality instruction is to be provided within all classrooms and all students will participate in it. **Root Cause 1:** Growth mindset has not previously be the expected norm in relation to all students.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Increase proficiency in utilizing resources available with depth and rigor. **Root Cause 1:** Providing in-depth training for all staff members to increase the effectiveness of classroom instruction.



# District Funding Summary

<b>199 - General Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>211- Title I Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$222,522.00
1	2	1			\$169,998.00
1	2	2			\$169,998.00
1	2	3			\$169,998.00
1	3	1			\$83,633.00
1	3	2			\$83,633.00
1	3	3			\$0.00
2	1	1			\$169,998.00
2	1	2			\$169,998.00
2	1	3			\$222,522.00
3	1	1			\$222,522.00
3	1	2			\$0.00
4	1	4			\$0.00
<b>Sub-Total</b>					<b>\$1,684,822.00</b>
<b>163- Comp Ed Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$361,773.00

<b>163- Comp Ed Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	3			\$361,773.00
2	1	1			\$106,668.00
2	1	3			\$72,876.00
3	1	1			\$361,773.00
<b>Sub-Total</b>					\$1,264,863.00
<b>224- IDEA B- SPED</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	3			\$21,615.00
<b>Sub-Total</b>					\$21,615.00
<b>Grand Total</b>					\$2,971,300.00