

Pine Tree Independent School District
Birch Elementary
2018-2019 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.

Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

Demographics

Demographics Summary

Birch Elementary is a 39 year old Title 1 campus serving students in 1st-4th grades. According to the latest data from the 2016-2017 TAPR report student enrollment averages 731 students and our population comprises: White students= 36.33%; African-American students= 25%; Hispanic students=33.8%; 8 Asian students= .8 %; two or more races= 4.1%. Out of the 731 students, students are economically disadvantaged=65.3%.

Demographics Strengths

Birch Elementary strives to meet the needs of our diverse populations by building relationship, creating a culture of high expectations, and establishing organization and structure.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Closing the academic achievement gap of our African-American, Hispanic and Economically Disadvantaged students. **Root Cause:** Lack of consistency of structure, expectations, and intentional development of teacher student relationships.

Student Achievement

Student Achievement Summary

Spring 2018 STAAR data:

3rd Grade Reading: Approaches- all students 54%, STARR Spanish was 71% Meets 26%, Masters 16%

4th Grade Reading: Approaches- all students 60%, STAAR Spanish 65%, Meets 38%, Masters 17%

4th Grade Writing: Approachs- all students 54%, Meets 30%, Masters 7%

3rd Grade Math: Approaches- all students 68%, Meets 34%, Masters 14%

4th Grade Math: Approaches- all students 82%, Meets 48%, Masters 23%

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 2018 Birch Elementary recieved distinctions for Comparative Academic Growth.

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 academic achievement gaps in reading, writing and math for African-American, Hispanic, Economically Disadvantaged and Special Education Students. **Root Cause:** The need for greater structure and strategies for providing support for high quality tier 1 classroom instruction and intervention for all students.

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. 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 made great strides in our quest to represent diversity into the school. Our parent surveys show that we have done a good job providing a safe learning environment for all, but we still continue to work on the caring aspect that is needed to make our students well-rounded successes. 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.

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.

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: Ability to attract and retain staff has been a challenge. **Root Cause:** A change in leadership leads to a challenge for creating a solid foundation for a team.

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. At the end of the 2017-2018 school year numerous staff members resigned due to the change in leadership and expectation levels for students and staff being raised. Many staff members retired or pursued other opportunities in different fields. The goal is to retain staff through an increase in staff morale.

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 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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Limited applicant pool for open positions. **Root Cause:** There has not been an emphasis on recruitment of quality staff to enhance our talent pool, nor a culture that fosters retention.

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 2017-2018 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.

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. 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.

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.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of opportunity for parent involvement. **Root Cause:** Campus culture that did not value and facilitate parent involvement.

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.

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.

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.

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.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) 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 EL Progress Measure data
- 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

- 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
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals


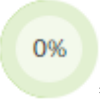

Revised/Approved: October 08, 2018

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 1: All student groups will meet and/or exceed the state and regional average percentage passing for 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>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Teachers will implement a balanced literacy based curriculum, including but not limited to Readers' and Writers' workshop, Guided reading, and Math workshop with fidelity.</p>	2.4, 2.5, 2.6	District CIA Department Principals Teachers Instructional Coaches (2FTE's) Bilingual Teachers (3 FTEs) Bilingual Aides (2 FTEs)	Student numbers will decrease in Tier 2 and Tier 3 intervention through meaningful data analysis driving instructional practices.			
<p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: 211- Title I Funds - 115517.00, 163- Comp Ed Funds - 137775.00</p>						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Closing the academic achievement gap of our African-American, Hispanic and Economically Disadvantaged students. **Root Cause 1:** Lack of consistency of structure, expectations, and intentional development of teacher student relationships.

Student Achievement

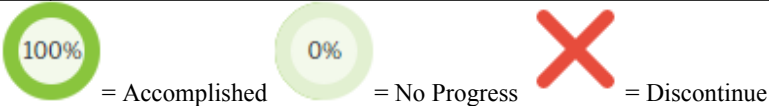
Problem Statement 1: Closing academic achievement gaps in reading, writing and math for African-American, Hispanic, Economically Disadvantaged and Special Education Students. **Root Cause 1:** The need for greater structure and strategies for providing support for high quality tier 1 classroom instruction and intervention for all students.

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of innovation.

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, Essential Standard Progress Measures, 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>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>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) Elementary ELAR Coordinator Librarian	Increased student reading performance; increased academic achievement as measured on Index 2 of STAAR			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will use formative and summative Running Records to drive instruction and monitor student growth.</p>	2.4, 2.5, 2.6	Principals ELAR Instructional Coach (2 FTE) Academic Specialist Elementary ELAR Coordinator	Data reviewed at RTI and Data Meetings will reflect increased student reading performance.			
						

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Closing the academic achievement gap of our African-American, Hispanic and Economically Disadvantaged students. **Root Cause 1:** Lack of consistency of structure, expectations, and intentional development of teacher student relationships.

Student Achievement

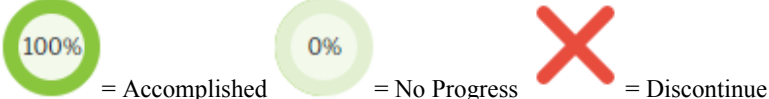
Problem Statement 1: Closing academic achievement gaps in reading, writing and math for African-American, Hispanic, Economically Disadvantaged and Special Education Students. **Root Cause 1:** The need for greater structure and strategies for providing support for high quality tier 1 classroom instruction and intervention for all students.

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 3: Birch Elementary will develop systems to foster an inclusive, collaborative culture.

Evaluation Data Source(s) 3: Climate survey

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Teachers will identify and use strategies and resources that provide opportunities for students to practice resolution strategies through OLWEUS, CHAMPS, and Capturing Kids' Hearts.</p>	2.4, 2.5, 2.6	Teachers Principals Instructional Coaches (2 FTE)	Improved student relationships, less discipline referrals, more inclusive classrooms. Improved culture and climate; increased instructional time. Reduction of discipline referrals.			
<p>Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: 199 - General Funds - 0.00, 211- Title I Funds - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Collaborative planning meetings, data meetings, and RtI meetings will be regularly scheduled throughout the school year and coordinated with special programs.</p>	2.4, 2.5, 2.6	Principals Instructional Coaches (2 FTE) Academic Specialist (1 FTE)	100% of walk-throughs will reflect best practices decided on in collaborative planning meetings and use of data.			
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: 199 - General Funds - 0.00, 211- Title I Funds - 0.00</p>						
						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Closing the academic achievement gap of our African-American, Hispanic and Economically Disadvantaged students. Root Cause 1: Lack of consistency of structure, expectations, and intentional development of teacher student relationships.
Student Achievement
Problem Statement 1: Closing academic achievement gaps in reading, writing and math for African-American, Hispanic, Economically Disadvantaged and Special Education Students. Root Cause 1: The need for greater structure and strategies for providing support for high quality tier 1 classroom instruction and intervention for 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.

School Context and Organization




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

Goal 2: Birch Elementary will maximize learning through the use of advanced resources and digital literacy.

Performance Objective 1: Improve technology knowledge and skills for all Birch Elementary staff to increase technology integration into 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
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) The campus teachers will utilize 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.</p>	2.4, 2.5, 2.6	Instructional Coaches (2 FTE) Academic Specialist Teachers (1 FTE) Principals	Increased usage and student achievement noted through applications.			
<p>Problem Statements: Technology 1 Funding Sources: 199 - General Funds - 0.00, 211- Title I Funds - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

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

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

Performance Objective 1: Develop and implement structures and practices to better meet the social/emotional learning needs of all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) CHAMPS program will be implemented across campus as our behavior management plan. OLWEUS strategies will be implemented with students to restore relationships and build rapport.</p>	2.4, 2.5, 2.6	Teachers Instructional Coaches (2 FTE) Academic Specialist (1 FTE) Principals Redirect Staff (1 FTE) Paraprofessionals	Improved culture and climate; increased instructional time. Reduction of discipline referrals.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Use Redirect Program to teach students appropriate interpersonal skills and coping strategies.</p>	2.4, 2.5, 2.6	Redirect Staff Behavior (1 FTE) Interventionist Teachers Director of Student Services	All students will increase their in-class instructional time.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>3) Use of district Parent Liaison to strengthen home/school relationships.</p>	2.4, 2.5, 2.6	Principals Assistant Superintendent of Human Resources Parent Liaison	Parent survey will reflect positive engagement.			

<p>Critical Success Factors CSF 6</p> <p>4) Teachers, parents and students will participate in Red Ribbon Week which promotes drug prevention/awareness.</p> <p>Students , parents and teachers will participate in bully prevention activities and discuss topics such as bullying to our student body.</p>	2.4, 2.5, 2.6	Teachers Counselor Principals	Improved student participation Improved community involvement			
	<p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: 211- Title I Funds - 0.00</p>					

Performance Objective 1 Problem Statements:




School Culture and Climate
Problem Statement 1: Ability to attract and retain staff has been a challenge. Root Cause 1: A change in leadership leads to a challenge for creating a solid foundation for a team.
Parent and Community Engagement
Problem Statement 1: Lack of opportunity for parent involvement. Root Cause 1: Campus culture that did not value and facilitate parent involvement.

Goal 4: Birch Elementary will ensure student leadership is an integral part of our learning culture.

Performance Objective 1: Improve K-12 student leadership skills.

Evaluation Data Source(s) 1: Leadership curriculum; Leadership classes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Increased opportunities for student leadership through participation in Boys and Girls Club, Genius Hour, Celebration Assembly, Student Council for grades 3 and 4, After School Clubs, and Community Outreach programs in the school.</p>	2.4, 2.5, 2.6	Principals Club Sponsors Teachers Paraprofessionals	Improved school climate; improved student leadership; increased parental and community involvement.			
<p>Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Funds - 0.00, 211- Title I Funds - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:




School Culture and Climate
Problem Statement 1: Ability to attract and retain staff has been a challenge. Root Cause 1: A change in leadership leads to a challenge for creating a solid foundation for a team.

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

Performance Objective 1: In an effort to reduce the teacher turnover rate, Birch Elementary will implement systems to support, recruit, and retain high quality staff. Birch Elementary will strengthen the relationships among all staff members.

Evaluation Data Source(s) 1: Reduced teacher turnover rate; Birch Elementary will strengthen the relationships among all staff members.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Implement a mentoring program for new teachers at Birch. New teachers will be paired with an experience PT mentor teacher. Sponsor various activities throughout the school year to foster team building and morale to promote collegiality and a positive work experience.</p>	2.4, 2.5, 2.6	All Birch Elementary Staff	Improved teacher retention rate.			
<p>Problem Statements: School Culture and Climate 1 - School Context and Organization 1 Funding Sources: 199 - General Funds - 0.00, 211- Title I Funds - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Ability to attract and retain staff has been a challenge. Root Cause 1: A change in leadership leads to a challenge for creating a solid foundation for a team.
School Context and Organization
Problem Statement 1: Ensuring the ability to enrich, extend, and intervene in student learning with an increase in teacher expertise. Root Cause 1: Staff members need access to more resources and training to extend instructional practices.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Derrick Conley	Principal
Administrator	Sharon Smith	Assistant Principal
Non-classroom Professional	Amy Clugston	Instructional Coach
Non-classroom Professional	Crystal Massey	Instructional Coach
Non-classroom Professional	Rachel Benton	Reading Specialist
Non-classroom Professional	Tamitha O'Rear	Counselor
Classroom Teacher	Shasta Wardlaw	Lead Teacher
Classroom Teacher	Marianne McBride	Lead Teacher
Classroom Teacher	Joan Pool	Lead Teacher
Classroom Teacher	Nicole Erb	Lead Teacher
Classroom Teacher	Mary Pat Harrison	Lead Teacher
Classroom Teacher	Lauren Thormaehlen	Lead Teacher
Classroom Teacher	Laura Rickman	Lead Teacher
Classroom Teacher	Gaye Lehenbauer	Lead Teacher
Classroom Teacher	Janet Francisco	Lead Special Ed. Teacher
Classroom Teacher	Teresa Meadows	Specials Teacher

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$115,517.00
1	2	1			\$52,045.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00

					Sub-Total	\$167,562.00
163- Comp Ed Funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1			\$137,775.00	
1	2	1	Dyslexia Supplies		\$75.00	
					Sub-Total	\$137,850.00
					Grand Total	\$305,412.00