

**Campus Improvement Plan
2016-2017**

Birnham Woods Elementary School Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Birnham Woods Elementary School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, and Science.*
K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

Successful Completion of High School

- *Index 4: Post-secondary Readiness* STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.
- *Postsecondary Readiness Distinction*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 91% of All students combined over all subject areas met Level II standard. In 2021-2022, 97% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 93% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math • Increase Attendance Rate from 97% to 97.2%
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 48. In 2016-2017, the Index 2 Score will be 52. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading and Math • Will meet AADD indicator for greater than expected growth in Reading and Math
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices. • Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction. • Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking

	practices.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue with Interactive Student Notebook K-12. • Ensure that teachers plan and implement social student lessons based on the district scope and sequence CISD Remembers.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) In 2015-2016, the Index 3 Score was 61 and included the student groups of Eco Dis, African American, and White. In 2016-2017, the Index 3 Score will be 63 and will include the student groups of Eco Dis, African American, and Hispanic. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will continue to meet Top 25% Closing Performance Gaps
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAPF) statement which corresponds to student data.
READING Performance Objectives	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 83% of Eco Dis students, 88% of African American student group, 90% Hispanic student group, and 92% of White student group met Level II standard. In addition, 25% of Eco Dis students, 43% of African American student group, 45% Hispanic student group, and 46% of White student group met Level III standard.</p> <p>In 2016-17 85% of Eco Dis students, 89% of African American student group, 92% Hispanic, and 93% of White student group will meet Level II standard. In addition, 26% of Eco Dis students, 45% of African American, 47% Hispanic student group, and 48% of White student group will meet Level III standard.</p> <p>Target Reading Reporting Category: Grade 3 RC3: Understanding/Analysis of Informational Texts; Grade 4 RC2: Understanding/Analysis of Literary Texts</p> <p>Reading Performance District Safeguard (DSG) Target: Special Education</p>
Focus Strategies	<ul style="list-style-type: none"> • Staff development will be provided through the fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students.

	<ul style="list-style-type: none"> The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG)
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 81% of Eco Dis students, 80% of African American student group, 83% Hispanic student group, and 89% of White student group met Level II standard. In addition, 13% of Eco Dis students, 28% African American student group, 31% of Hispanic student group, and 31% of White student group met Level III standard.</p> <p>In 2016-17 83% of Eco Dis students, 82% of African American student group, 85% Hispanic student group, and 91% of White student group will meet Level II standard. In addition, 14% of Eco Dis students, 29% of African American student group, 32% Hispanic student group, and 32% of White student group will meet Level III standard.</p> <p>Target: Reporting Category 1: Grade 4 RC1: Composition Writing Performance DSG Targets: Special Education, ELL</p>
Focus Strategies	<ul style="list-style-type: none"> Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model. Staff development will be provided through the fall and spring on the use of the Writing Workshop format to support writing in all genres. Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer's Workshop approach to teaching writing using the Lucy Calkins Units of Study. Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG) Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG)
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 90% of Eco Dis students, 91% of African American student group, 91% Hispanic student group, and 94% of White student group met Level II standard. In addition, 33% of Eco Dis students, 40% of African American student group, 49% Hispanic student group, and 45% of White student group met Level III standard.</p> <p>In 2016-17 91% of Eco Dis students, 92% of African American student group, 92% Hispanic student group, and 95% of White student group will meet Level II standard. In addition, 34% of Eco Dis students, 41% of African American student group, 50% Hispanic student group, and 46% of White student group will meet Level III standard.</p> <p>Target: Reporting Category: Grade 3 RC2: Computations and Algebraic Relationships; Grade 4 RC3: Geometry and Measurement Math Performance DSG Target: Special Education</p>
Focus Strategies	<ul style="list-style-type: none"> Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math. Ensure collaboration between General Education and Special Education teachers to plan and prepared comprehensive instructional opportunities for all students. (DSG)
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students and student groups taking the <i>District Benchmarks in Social Studies</i> will meet District performance standards.</p> <p>Social Studies Performance DSG Targets: Special Education, ELLs</p>
Focus Strategies	<ul style="list-style-type: none"> Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas.

	<p>(DSG)</p> <ul style="list-style-type: none"> Ensure collaboration between General Education and Special Education teachers to plan and prepared comprehensive instructional opportunities for all students. (DSG)
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p> <p>Science Performance DSG Target: Special Education</p>
Focus Strategies	<ul style="list-style-type: none"> Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms. Provide training and support for teacher with various researched based instructional strategies to address the unique academic needs of special education students in all contact areas. (DSG)
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.
<p>SUCCESSFUL COMPLETION OF HIGH SCHOOL POSTSECONDARY READINESS (Index 4)</p> <p>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
Index 4: POSTSECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <p>In 2015-2016 64% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.</p> <p>In 2016-2017 66% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</p> <p>Increase Attendance Rate from 97% to 97.2%.</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> Postsecondary Readiness Distinction K-8: Performance in top 25% of comparison group
Focus Strategies	<ul style="list-style-type: none"> Provide intensive, systematic tutoring for identified at-risk students during the day and after school. Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.
Financial Resources	<p>Campus budget</p> <p>SCE, Title III</p>
Additional Resources	<p>Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos</p> <p>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
Monitoring Timeline	<p>November, January, April</p>
Formative Evaluation	<p>CISD Benchmarks at passing rate</p>
Summative Evaluation	<p>TEA Accountability Summary</p> <p>TAPR</p> <p>Meet Performance Indicators for CaSE</p>
Project Manager(s):	<p>Principal</p> <p>Assistant Principal</p>

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. • Provide opportunities for teachers to acquire ESL certification.
Financial Resources	Campus budget, Teacher Activity Fund
Additional Resources	Position Control Reports, Allocation Reports, OHI
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
Indicator 1. Physical Education	Indicator 1 Physical Education <ul style="list-style-type: none"> • Student MVPA (moderate/vigorous physical activity) is 50% or more of PE class time for most students.
Indicator 2. Century Workforce Development	Indicator 2 Century Workforce Development <ul style="list-style-type: none"> • Campus provides technology integration for instructional arrangements.
Indicator 3. Digital Learning Environment	Indicator 3 Digital Learning Environment <ul style="list-style-type: none"> • Provide opportunities at school for parents to participate in academic and social events with students.
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for <i>CaSE</i>
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills. • Involve parents and community members in activities to support a safe school environment.

	<ul style="list-style-type: none"> Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the campus level. Ensure the safety of students by requiring all visitors to sign in with a valid government issued ID and wear visitor badges in school.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> Increase student opportunities for utilizing technology across the curriculum areas. Provide staff development on integration of technology across the curriculum. Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. Build teacher capacity to fully implement technology in instruction. Provide meaningful opportunities for students to access technology for learning.
Financial Resources	Campus budget SCE, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Postsecondary Readiness Strategy 1	Academic Tutorials	\$4525.00	.08
Postsecondary Readiness Strategy 2	Instructional Materials for At-Risk Students	\$1974.13	
Technology Strategy 1	Technology for At-Risk Students	\$500.00	
	TOTAL SCE	\$6499.13	

**Resources Allocated for Title I - III
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
	Extra Duty Tutorials		
Technology Strategy 5	Technology	\$1000	
	Books		
Postsecondary Readiness Strategy 2	Instructional Materials	\$1250	
	TOTAL Title III LEP	\$2250.00	