

Conroe Independent School District
Birnham Woods Elementary
2023-2024 Campus Improvement Plan

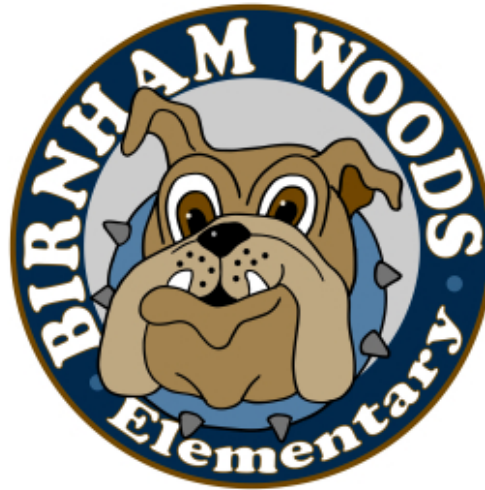


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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Birnam Woods Elementary met standard in all three domains according to the state guidelines. The preliminary campus rating was a 'B'. The campus scores for the 2023 STAAR Assessment for all students were:

Domain I: 92 (A)

Domain II: 75 (C)

Domain III: 79 (C)

3rd grade Math: 90% Approaches; 71% Meets; 41% Masters (the Eco. Dis. subgroup was approximately 20% below in all three categories)

3rd grade Reading: 87% Approaches; 68% Meets; 48% Masters (the Eco. Dis. subgroup was approximately 20% below in Approaches and Meets; 10% below in Masters)

4th grade Math: 87% Approaches; 60% Meets; 37% Masters (the Eco. Dis. subgroup was approximately 30% below in Meets; African American was approximately 20% below in Meets and Masters)

4th grade Reading: 91% Approaches; 71% Meets; 45% Masters (the Eco. Dis. subgroup was approximately 30% below in Masters)

In synthesizing 2023 STAAR performance data, the following trends were noted:

- Masters level performance in 3rd grade Math decreased approximately 1%
- Masters level performance in 4th grade Reading decreased approximately 8%
- 4th grade Math performance decreased across all performance bands (Approaches 10%; Meets 15%; Masters 15%)
- In both 3rd & 4th grade Reading & Math, White & Asian students scored at or above the campus performance percentage
- In both 3rd & 4th grade Reading & Math, African American, Hispanic, Economically Disadvantaged and Emergent Bilingual students scored below the campus performance percentage

Student Achievement Strengths

Student performance in 3rd grade Reading increased across all performance bands.

Student performance in 3rd grade Reading increased 8% at the Masters level.

Student performance in 3rd grade Math increased by 6% at the Meets level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Teachers are not using CISD Best Practices to prioritize and support planning for effective initial reading instruction. **Root Cause:** Lack of training, implementation and follow up on professional development attendance and information dissemination.

Problem Statement 2 (Prioritized): Teachers are not using CISD Best Practices to prioritize and support planning for effective initial math instruction. **Root Cause:** Lack of training, implementation and follow up on professional development attendance and information dissemination.

Problem Statement 3 (Prioritized): EB students are not meeting state expectations in the 4 domains (listening, speaking, reading, and writing) of language acquisition on the TELPAS Assessment. **Root Cause:** Teachers and staff have not been trained and supported with the implementation of best practices for sheltered instruction to close achievement gaps with EB student performance and growth.

Problem Statement 4 (Prioritized): Student performance is low as it relates to adding value to students each year (the campus scored a 69 on Domain II). **Root Cause:** The campus did not proactively monitor student progress, utilizing data sources (Data Dashboards, BAS tracker, K-2 Early Math Assessment) to monitor student progress and inform next steps for instruction.

Problem Statement 5 (Prioritized): Teachers are not utilizing all CISD resources that are available to them. **Root Cause:** There is a need for more training and follow up on utilizing resources to support effective initial instruction.

Culture and Climate

Culture and Climate Summary

At Birnham Woods, we have resilient teachers who strive to give their best each day for our students, team and community. We experienced a turnover rate of approximately 40% this past year. Each team has new members.

We have been working diligently through the process of becoming a true Professional Learning Community. Teachers have been provided structures to allow them to meet collaboratively each week. Resources and training are provided to help guide the work. Our campus has an Instructional Coach to support teachers as they work collaboratively in groups.

Improving cohesiveness and morale were two areas that significantly increased on the Organizational Health Inventory. Leadership teams at Birnham Woods consist of administrators and teachers, targeting these two areas for a continuous increase in the overall ability of teams to work productively at higher levels. Some of the ways we are working to improve our culture and climate are by increasing and being consistent with communication between teachers and administration, regularly scheduled celebrations and events, individual/group recognition, and consistent practices and expectations for all PLCs.

Our school personnel invest heavily in building mutually respectful relationships and making meaningful connections with all of our students, parents, and with each other. The students begin their day knowing that they are loved and valued at BWE. There are high behavior and academic expectations for every student, and our students have supports in place to help them reach those expectations.

Our Foundations team developed school wide expectations and protocols for hallways, bathrooms, lunch, recess, dismissal, and arrival. The common language used in these protocols provides consistency and stability for our students. No matter where students are in the building, or what grade they are in, there are adults who can guide and assist them in a way that is familiar so that students can be successful throughout their day.

At Birnham Woods, we are dedicated and committed to the social, emotional, behavioral, and academic success of all students. We support the whole child through leadership opportunities, such as Student Ambassadors, Honor Choir, Recycling Program, Kindness club, Destination Imagination, Girls on the Run, and Character Club. Our counselors also support our students and staff through campus wide initiatives and programs.

Culture and Climate Strengths

The Birnham Woods campus culture dynamically shifted last year. Our administration team has a shared leadership approach that includes teacher led systems of support (Team Leaders, CISD Reads/Writes/Solves, Foundations, Cultural Awareness Committee, Sunshine Committee, Safety Committee, Emergency Response Team and Safety Team).

In response to worldwide events, student social emotional health is a priority along with safety. This year, we have an additional counselor to support our students. Our counselors proactively address student needs with initiatives and programs, like Bulldog Buddies, Watch DOGS, Student Ambassadors, Red Ribbon Week, Generation Texas Week, guidance lessons, coping strategies, lunch bunches and student recognition.

As the diversity of our student population continues to increase, so does the diversity of our staff. We continue to focus on hiring and retaining highly qualified, diverse staff members. This year, we are excited and proud that our student demographic percentages are almost equivalent to our staff demographic percentages.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Staff members do not have a consistent system to track data and to respond to academic or behavior concerns. **Root Cause:** We need a clearly defined, streamlined system of data collection for responding to students with academic and behavioral concerns.

Problem Statement 2 (Prioritized): Teachers are struggling to meet the various needs of the diverse population at Birnham Woods. **Root Cause:** Student input is not gathered in order to positively address classroom management, under representation, and campus wide expectations.

Parent and Community Engagement

Parent and Community Engagement Summary

Birnam Woods works diligently to partner with our community. Birnam Woods provides parents with opportunities to be involved in the learning process by volunteering in classrooms. Examples include assisting in PE with the roller skating unit and reading with groups of students. We have begun to provide more volunteer opportunities, and we encourage our parents to come and assist in the library, copy room, classrooms, or by joining PTO.

Many of our families have sent multiple children to Birnam Woods and have built a strong relationship with the school and its faculty members. Many of our new families were intentional in choosing to purchase homes in the Birnam Woods community, because of the school's stellar reputation.

Community members show their support for the school by participating in events that bring together the families in the community and the school. These events include, but are not limited to, monthly spirit nights, movie nights, Trunk or Treat, mother/son & father/daughter nights, Boosterthon, and Spring Carnival.

Additionally, we are reactivating our Watch D.O.G.S. program. At this year's kickoff, there were 30 dads in attendance ready to serve!

Our counselors are also spearheading a mentorship program, working with community area churches, to provide one on one support for high needs students.

During a recent parent meeting, parents shared that they appreciate the ongoing communication between school and parents. We utilize email, text, Twitter, Facebook, our district website, and the marquee as modes of communication. We continually strive to keep the line of communication open with our families.

Parent and Community Engagement Strengths

At Birnam Woods Elementary, many of our staff members live in our surrounding community, allowing us to build strong community relationships. Our parents are always willing to volunteer and support our school. Parent participation in school events and principal parent panels is always in high.

Birnam Woods Elementary has an active and supportive PTO that helps with fundraising, and enriching our students, campus programs, and community. The BWE PTO also helps fund a scholarship, in memory of a former staff member, for graduating students in our feeder high school. Our PTO hosts many spirit nights to boost morale and build partnerships with neighboring businesses. Our PTO organizes our Booster-thon Fun Run fundraiser each year, our largest donation drive, as well as many other activities that include our community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Some of our families do not feel connected to the school. **Root Cause:** There is a need to ensure families are able to connect with the school through communication with the teacher, social media and events scheduled at different times during the day to engage working families.

Problem Statement 2 (Prioritized): Our families feel that there is not enough positive, proactive communication. **Root Cause:** Parent teacher interactions (conferences/ phone calls) are often reactive instead of being focused on a proactive approach.

Priority Problem Statements

Problem Statement 1: Student performance is low as it relates to adding value to students each year (the campus scored a 69 on Domain II).

Root Cause 1: The campus did not proactively monitor student progress, utilizing data sources (Data Dashboards, BAS tracker, K-2 Early Math Assessment) to monitor student progress and inform next steps for instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: EB students are not meeting state expectations in the 4 domains (listening, speaking, reading, and writing) of language acquisition on the TELPAS Assessment.

Root Cause 2: Teachers and staff have not been trained and supported with the implementation of best practices for sheltered instruction to close achievement gaps with EB student performance and growth.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Our families feel that there is not enough positive, proactive communication.

Root Cause 3: Parent teacher interactions (conferences/ phone calls) are often reactive instead of being focused on a proactive approach.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Some of our families do not feel connected to the school.

Root Cause 4: There is a need to ensure families are able to connect with the school through communication with the teacher, social media and events scheduled at different times during the day to engage working families.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Staff members do not have a consistent system to track data and to respond to academic or behavior concerns.

Root Cause 5: We need a clearly defined, streamlined system of data collection for responding to students with academic and behavioral concerns.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Teachers are struggling to meet the various needs of the diverse population at Birnham Woods.

Root Cause 6: Student input is not gathered in order to positively address classroom management, under representation, and campus wide expectations.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Teachers are not utilizing all CISD resources that are available to them.

Root Cause 7: There is a need for more training and follow up on utilizing resources to support effective initial instruction.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial reading instruction.

Root Cause 8: Lack of training, implementation and follow up on professional development attendance and information dissemination.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial math instruction.

Root Cause 9: Lack of training, implementation and follow up on professional development attendance and information dissemination.

Problem Statement 9 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percentage of 3rd grade students that achieve the Meets level or above on the 2024 STAAR Reading Assessment from 68% to 71%.

HB3 Goal

Evaluation Data Sources: 3rd STAAR Reading Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Prioritize and support planning for effective, initial reading instruction by focusing on Guided Reading, Mini Lessons, Independent Reading and Phonics.</p> <p>Strategy's Expected Result/Impact: Teachers will have an increased understanding of student misconceptions so student reading performance will increase.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach and Teachers</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June
			
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Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial reading instruction. Root Cause: Lack of training, implementation and follow up on professional development attendance and information dissemination.</p>







Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percentage of 3rd grade students that achieve the Meets level or above on the 2024 STAAR Math Assessment from 71% to 74%.

HB3 Goal

Evaluation Data Sources: 3rd Math STAAR Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Prioritize and support planning for effective, initial math instruction focusing on the CISD Solves components of Math Review, Fact Fluency and Guided Math.</p> <p>Strategy's Expected Result/Impact: Teachers will have an increased understanding with student misconceptions so student math performance will increase.</p> <p>Staff Responsible for Monitoring: Administration, Math Instructional Coach, and Classroom Teachers</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Dreambox will be used with fidelity during Guided Math as a math anchor station.</p> <p>Strategy's Expected Result/Impact: Increased student will interaction with engaging math lessons and games to help develop new math skills and deepen their understanding of important concepts.</p> <p>Staff Responsible for Monitoring: Administration, Math Instructional Coach, and Classroom Teacher</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial math instruction. Root Cause: Lack of training, implementation and follow up on professional development attendance and information dissemination.</p>







Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase Domain IIA (academic growth) of 4th grade students on the 2024 STAAR Math Assessment from 73% to 79%.

High Priority

Evaluation Data Sources: 4th Math STAAR Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Proactively monitor student progress, utilizing data sources (Data Dashboards, BAS tracker, K-2 Early Math Assessment) to monitor student progress and inform the next steps for instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will become more aware of student growth measures required to ensure student success. The data tracking sources will allow for seamless monitoring by administration and coaches to support the next moves based on data.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: DreamBox will be used with fidelity during Guided Math as a math anchor station.</p> <p>Strategy's Expected Result/Impact: Students are expected to grow one level using DreamBox. Student will interact with engaging math lessons and games to help develop new math skills and deepen their understanding of important concepts.</p> <p>Staff Responsible for Monitoring: Administration, Math Instructional Coach, Classroom Teacher</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 2: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial math instruction. **Root Cause:** Lack of training, implementation and follow up on professional development attendance and information dissemination.

Problem Statement 4: Student performance is low as it relates to adding value to students each year (the campus scored a 69 on Domain II). **Root Cause:** The campus did not proactively monitor student progress, utilizing data sources (Data Dashboards, BAS tracker, K-2 Early Math Assessment) to monitor student progress and inform next steps for instruction.






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase Domain IIA (academic growth) of 4th grade students STAAR Reading scores from 63% to 76%.

High Priority

Evaluation Data Sources: 4th Reading STAAR Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Proactively monitor student progress, utilizing data sources (i.e, Data Dashboard, BAS tracker, K-2 Early Math Assessment) to monitor student progress and inform next steps for instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will become more aware of student growth measures required to ensure student success. The data tracking sources will allow for seamless monitoring by administration and coaches to support next moves based on data.</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
			
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Performance Objective 4 Problem Statements:

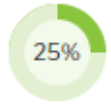
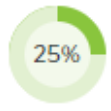




Student Achievement
<p>Problem Statement 4: Student performance is low as it relates to adding value to students each year (the campus scored a 69 on Domain II). Root Cause: The campus did not proactively monitor student progress, utilizing data sources (Data Dashboards, BAS tracker, K-2 Early Math Assessment) to monitor student progress and inform next steps for instruction.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase Emergent Bilingual (EB) student performance on the 2024 STAAR Assessment from 50% to 55%

Evaluation Data Sources: STAAR Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve the quality of Tier 1 Best Practices with support from the campus instructional coach.</p> <p>Strategy's Expected Result/Impact: Improvement in EB student performance on the 2024 STAAR and TELPAS Assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Admin</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use Imagine Learning to support language acquisition for Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Increased student language exposure leading to increased student achievement.</p> <p>Staff Responsible for Monitoring: APs, Instructional Coaches</p> <p>Funding Sources: Imagine Language & Literacy Subscription - Title III - \$2,850, Technology Integration Tools - Title III - \$250</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 1: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial reading instruction. Root Cause: Lack of training, implementation and follow up on professional development attendance and information dissemination.</p> <p>Problem Statement 2: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial math instruction. Root Cause: Lack of training, implementation and follow up on professional development attendance and information dissemination.</p> <p>Problem Statement 3: EB students are not meeting state expectations in the 4 domains (listening, speaking, reading, and writing) of language acquisition on the TELPAS Assessment. Root Cause: Teachers and staff have not been trained and supported with the implementation of best practices for sheltered instruction to close achievement gaps with EB student performance and growth.</p>

Student Achievement

Problem Statement 4: Student performance is low as it relates to adding value to students each year (the campus scored a 69 on Domain II). **Root Cause:** The campus did not proactively monitor student progress, utilizing data sources (Data Dashboards, BAS tracker, K-2 Early Math Assessment) to monitor student progress and inform next steps for instruction.






Problem Statement 5: Teachers are not utilizing all CISD resources that are available to them. **Root Cause:** There is a need for more training and follow up on utilizing resources to support effective initial instruction.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Birnham Woods will continue to monitor and foster the development of campus leaders by creating and using leadership teams with clearly defined roles and responsibilities (Foundations Team, Core Team, Team Leaders, Cultural Awareness Committee, and Social Committee).

Evaluation Data Sources: Teacher feedback, OHI, Team surveys






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher leaders will identify committee chairs, timelines for meetings and agendas to monitor progress as needs present themselves across the campus.</p> <p>Strategy's Expected Result/Impact: Proactive response to various needs and strengthened teacher leaders.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Birnham Woods will maintain accurate financial documentation and adhere to fiscally responsible spending practices as indicated by an annual clean audit.

Evaluation Data Sources: Audit Report






Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct weekly meetings with secretary to discuss budget and upcoming expenditures for various needs across campus. Strategy's Expected Result/Impact: Clean audit Staff Responsible for Monitoring: Principal, Secretary	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Teachers will receive weekly instructional support from Instructional Coaches and Administrators.

Evaluation Data Sources: Coaching log, PLC artifacts, Student data trackers, Disaggregated data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administration will conduct routine classroom walk throughs and hold feedback meetings with teachers to discuss opportunities for growth, to create goals, and to set timelines for improvement.</p> <p>Strategy's Expected Result/Impact: Improved Tier I Instruction and increased support for teacher growth.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Culture and Climate 1</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:






Student Achievement
<p>Problem Statement 1: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial reading instruction. Root Cause: Lack of training, implementation and follow up on professional development attendance and information dissemination.</p>
<p>Problem Statement 2: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial math instruction. Root Cause: Lack of training, implementation and follow up on professional development attendance and information dissemination.</p>
Culture and Climate
<p>Problem Statement 1: Staff members do not have a consistent system to track data and to respond to academic or behavior concerns. Root Cause: We need a clearly defined, streamlined system of data collection for responding to students with academic and behavioral concerns.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Birnham Woods will cultivate positive parent-teacher relationships.

Evaluation Data Sources: Survey Feedback, Panel Feedback, Social Media Engagement

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Initiate a culture of positive and proactive parent-staff interaction.</p> <p>Strategy's Expected Result/Impact: Positive rapport established with parents through transparency and communication.</p> <p>Staff Responsible for Monitoring: Administration & Staff</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:







Parent and Community Engagement
<p>Problem Statement 1: Some of our families do not feel connected to the school. Root Cause: There is a need to ensure families are able to connect with the school through communication with the teacher, social media and events scheduled at different times during the day to engage working families.</p> <p>Problem Statement 2: Our families feel that there is not enough positive, proactive communication. Root Cause: Parent teacher interactions (conferences/ phone calls) are often reactive instead of being focused on a proactive approach.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: We will utilize student input to positively impact classroom management, underrepresented populations, and campus wide expectations.

Evaluation Data Sources: Referrals, Classroom Walkthroughs, Student Panels, Student Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Our campus Foundations team will create and administer student surveys focused on the learning environment.</p> <p>Strategy's Expected Result/Impact: More student ownership in their learning environment and an increased staff response to student needs.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Coaches, Foundations team</p> <p>Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create student panels to gather information about the student learning environment.</p> <p>Strategy's Expected Result/Impact: Staff will be able to adjust instruction, interactions and relationships with students based on student feedback to create a more positive culture.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Coaches, Foundations team</p> <p>Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:






Culture and Climate
<p>Problem Statement 2: Teachers are struggling to meet the various needs of the diverse population at Birnham Woods. Root Cause: Student input is not gathered in order to positively address classroom management, under representation, and campus wide expectations.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: We will increase our social media presence to communicate more frequently and effectively with our community.

Evaluation Data Sources: Social Media Engagement and Community Feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase our Facebook and Twitter presence to share our school story and increase volunteer recognition.</p> <p>Strategy's Expected Result/Impact: A more connected relationship with our community, and a community awareness of schoolwide activities and the appreciation we have for our volunteers.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:



Parent and Community Engagement
<p>Problem Statement 1: Some of our families do not feel connected to the school. Root Cause: There is a need to ensure families are able to connect with the school through communication with the teacher, social media and events scheduled at different times during the day to engage working families.</p>






Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Birnham Woods will implement effective instructional practices that provide meaningful learning for all students.

Evaluation Data Sources: Calendar dates for planning and PLCs, planning and PLC artifacts, intervention plans and implementation artifacts (parent letters and phone calls, calendar invites, student work samples), instructional platform usage reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be provided uninterrupted planning time with support as needed.</p> <p>Strategy's Expected Result/Impact: Teachers have the supports to create objective driven lessons and learning experiences that help students move toward their learning goals.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 2, 3, 5</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Determine and provide various need-based interventions for students beyond Tier 1 Best Practices</p> <p>Strategy's Expected Result/Impact: Closed learning gaps so that all students meet or make progress toward grade level expectations.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers, RtI, ALC</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutors - State Comp Ed - \$3,176</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the ELA & Math coach to support teachers with Tier I Best Practices through modeling, planning, Impact Cycles, Instructional Rounds, and professional development</p> <p>Strategy's Expected Result/Impact: Effectively implemented initial instruction that translates to increased student performance.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: ELA Instructional Coach - State Comp Ed - \$76,433, Math Instructional Coach - State Comp Ed - \$77,165</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:






Student Achievement
<p>Problem Statement 1: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial reading instruction. Root Cause: Lack of training, implementation and follow up on professional development attendance and information dissemination.</p> <p>Problem Statement 2: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial math instruction. Root Cause: Lack of training, implementation and follow up on professional development attendance and information dissemination.</p> <p>Problem Statement 3: EB students are not meeting state expectations in the 4 domains (listening, speaking, reading, and writing) of language acquisition on the TELPAS Assessment. Root Cause: Teachers and staff have not been trained and supported with the implementation of best practices for sheltered instruction to close achievement gaps with EB student performance and growth.</p> <p>Problem Statement 5: Teachers are not utilizing all CISD resources that are available to them. Root Cause: There is a need for more training and follow up on utilizing resources to support effective initial instruction.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Birnham Woods will utilize various technology resources to enhance instruction across grade levels.

Evaluation Data Sources: Platform usage reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will utilize programs such as Dreambox, Imagine Learning, and Amplify, among others, to support reading and math in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased growth in math and reading.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers</p> <p>Problem Statements: Student Achievement 1, 2, 5</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial reading instruction. Root Cause: Lack of training, implementation and follow up on professional development attendance and information dissemination.</p>
<p>Problem Statement 2: Teachers are not using CISD Best Practices to prioritize and support planning for effective initial math instruction. Root Cause: Lack of training, implementation and follow up on professional development attendance and information dissemination.</p>
<p>Problem Statement 5: Teachers are not utilizing all CISD resources that are available to them. Root Cause: There is a need for more training and follow up on utilizing resources to support effective initial instruction.</p>

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Imagine Language & Literacy Subscription		\$2,850.00
1	5	2	Technology Integration Tools		\$250.00
Sub-Total					\$3,100.00
Budgeted Fund Source Amount					\$3,100.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Tutors		\$3,176.00
5	1	3	ELA Instructional Coach		\$76,433.00
5	1	3	Math Instructional Coach		\$77,165.00
Sub-Total					\$156,774.00
Budgeted Fund Source Amount					\$156,774.00
+/- Difference					\$0.00
Grand Total Budgeted					\$159,874.00
Grand Total Spent					\$159,874.00
+/- Difference					\$0.00