

Conroe Independent School District
Birnham Woods Elementary
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

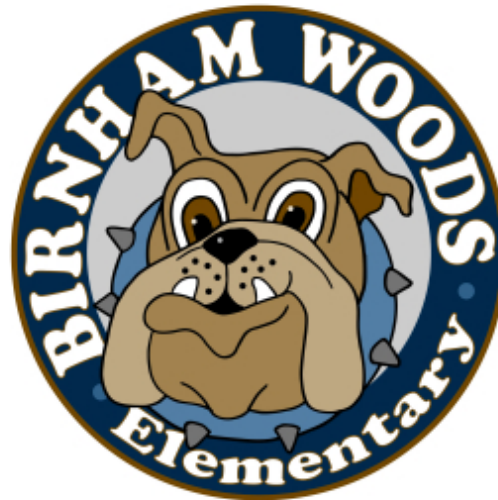


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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Birnam Woods Elementary met standard in all three domains according to the state guidelines. The campus rating was an 'A'. The campus scores for the 2019 STAAR assessment for all students are below:

Domain I: 91

Domain II: 85

Domain III: 89

3rd grade Math: 90% Approaches; 66% Meets; 42% Masters (Eco. Dis. subgroup was approximately 20% below in all three categories)

3rd grade Reading: 85% Approaches; 61% Meets; 40% Masters (Eco. Dis. subgroup was approximately 20% below in Approaches and Meets; 10% below in Masters)

4th grade Math: 96% Approaches; 75% Meets; 55% Masters (Eco. Dis. subgroup was 27% below in Meets; African American was approximately 20% below in Meets and Masters)

4th grade Reading: 92% Approaches; 78% Meets; 53% Masters (Eco. Dis. subgroup was 29% below in Masters)

4th grade Writing: 89% Approaches; 74% Meets; 34% Masters (eco. Dis subgroup was 15% below in Masters; African American was approximately 20% below in Masters)

Due to COVID, students did not take the 2020 STAAR test. A loose comparison was done between 2019 STAAR scores and the last benchmark taken before the school closure in March of 2020. The following information was derived:

- Meets and Masters levels were significantly lower in Math and Reading in comparison with STAAR
- LEP scored lowest in the Meets category on 3rd grade Math and Reading benchmarks
- Hispanic and LEP scored the lowest in the Meets category on 4th grade Math, Reading and Writing benchmarks

Teachers at Birnam Woods meet in collaborative groups and implement the Professional Learning Community philosophy. District provided scope and sequence that aligns to state content standards are followed to promote high student achievement. Teachers meet one day per week in the PLC group to analyze student data and develop plans for instruction that include formative and summative assessments, differentiation, and best practices. Three main instructional areas of focus in the planning process will be development of academic vocabulary, application of revision and editing skills taught through the writer's workshop model, and the implementation of the reader's workshop model.

An instructional coach has been added to the staff this year. One of her main tasks is to provide support to teachers in the ELA classrooms. We are in the first year of implementation of Teacher's College Reading Units of Study in the reader's workshop model. Our coach works in conjunction with the district ELA coach to assist teachers with

planning, provide support for implementation, model lessons, and observe lessons to provide feedback.

Student Achievement Strengths

On the 2019 STAAR assessment, our scores were above state and district scores on all tests.

We received one distinction in the area of Mathematics.

Our attendance rate of 97.1% and 4th grade Writing performance at the Masters level was high enough for us to be in quartile 1 for our comparison group.

Collaborative structures that allow teachers to have time and resources needed to develop rigorous, dynamic, and rich learning experiences for all of our students continues to be a focus.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although scores remain higher than district and state averages, the percentage of students scoring at the Meets and Masters level declined. **Root Cause:** Intentional planning that includes opportunities for complex, higher level thinking and problem solving in all academic contents has been a struggle. Time in the instructional day contributes to this. Teachers constantly feel rushed and overwhelmed by the widely varied needs in a classroom.

Problem Statement 2: Special Education students did not meet academic target in the area of reading on STAAR. **Root Cause:** Severe behaviors, lack of adequate training for support personnel, and motivation strategies are all factors that tend to affect this diverse group of students.

Problem Statement 3 (Prioritized): The percentage Economically Disadvantaged students scoring at the Meets and Masters levels on STAAR or benchmarks is lower than other subgroups. **Root Cause:** Differentiated instructional strategies have not been targeted toward individual student needs consistently in order to connect to prior knowledge and make meaningful connections. RtI interventions are utilized based on tier one data, but this causes students to be out of the classroom for a period of time each day.

Problem Statement 4 (Prioritized): Hispanic and LEP students are typically scoring below other subgroups at the Meets level. **Root Cause:** Vocabulary development strategies have not been implemented with consistency and fidelity. Students need exposure and opportunities to use academic vocabulary regularly in the classroom. We still need to improve on the seven steps of a language rich classroom.

Culture and Climate

Culture and Climate Summary

At Birnham Woods, we have some of the most dedicated teachers who want to give their best each day for their students. There is very low staff turnover each year, and many members of each team have worked together for more than four years. 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. Surveys are conducted at least twice each year to give the staff voice and identify needs. We have been given an instructional coach for the first time this year to support teachers in the work that they do in their collaborative groups. We will continue to get better at this work and focus on improving cohesiveness and morale. These two areas had significant decreases on the Organizational Health Inventory from January 2020. Cohesiveness dropped by 19 percentile points, and morale dropped by 20 percentile points. The underlying cause of this has been contributed to a lack of trust within teams and feeling an inadequate level of support from administration and fellow teammates. The leadership teams that exist at Birnham Woods (Core Team, Team Leaders, Subject Specific Committees, Social Committee, Foundations Team) made up of administrators and teachers will target these two areas in hopes of increasing 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 increasing and being consistent with communication between teachers and administration, increasing opportunities for staff feedback, regularly scheduled celebrations and events, and 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 each other. The students begin their day knowing that they are wanted and valued at Birnham Woods Elementary. There are high behavior and academic expectations for every student, and our students have supports in place to help them reach those expectations as well as their own goals. Our Foundations team had 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. One way that we support the whole child is through leadership opportunities. Our students can participate in Safety Patrol, Honor Choir, Recycling Program, and Character Club. We hope to reinstate our after school programs, including golf and Girls on the Run, after COVID restrictions are lessened. We also have several ways that our Counselor supports our students and staff. This is done through guidance lessons in the classrooms, a virtual Counselor office with resources, Bulldog Best Character recognition program, and healthy habits lessons. There have been two staff trainings so far that present SEL lessons to the teachers that can then be taken back to the classroom and done with students. In addition, we participate in Red Ribbon Week to promote healthy habits and Generation Texas week.

Birnham Woods is lucky to have a very supportive community, highly invested and dedicated staff members, and students that are motivated to learn and be successful. Our school prides itself on being one that values diversity and provides a warm, welcoming atmosphere for everyone who enters the doors. We ensure that each student is healthy, safe, engaged, supported and challenged. It is our goal for every student to know their individual and collective worth, embrace their differences, and are equipped to be successful in a diverse world.

Culture and Climate Strengths

The culture at Birnham Woods Elementary is one of a strong dedication to creating learning environments conducive for high levels of learning for every student. Our leadership teams including Core Team, Foundations, Team Leaders, Administrative team, and other committees are functioning at high levels. They each have regularly scheduled meetings so that problems can be addressed and solved, teacher voice can be heard, and to ensure the school environment stays safe for all students and staff.

We continue to focus on the social emotional well-being of our students, but we have expanded our strategies and directly include our teachers in the process. The Counselor has created lessons that are first taught to the teachers so that they can then be taught to students in the classroom. Ongoing training accompanies the lessons so that teachers are equipped with tools and strategies to support students and fellow colleagues. Our Counselor offers daily support through guidance lessons, problem-solving techniques, individual support, lunch bunches, and anti-bullying strategies. Prior to COVID, our campus had a strong mentor program that included staff members and community members. The mentor program, known as Bulldog Buddies, and also the WATCHDOG program, were both very effective. We hope to be able to resume both once safety protocols allow.

COVID safety measures are solidly in place and communication regarding updates and changes is efficient so that teachers, staff, and parents have the most accurate information.

COVID has caused much stress this year, but our administrative team, social committee, and PTO have all stepped up to help our staff feel appreciated and motivated to continue their efforts. The staff is provided a special treat at least one time per month, and team building strategies are used as much as possible to work on building cohesiveness within teams and across the campus.

The diversity of our staff continues to increase. We continue to focus on hiring and retaining highly qualified, diverse staff members.

There is low staff turnover from year to year at BWE.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a lack of cohesiveness and trust and an increase in tension within teams. **Root Cause:** Increased demands, COVID, and new instructional requirements have contributed to this. Lack of adequate support from leadership is another contributing factor.

Problem Statement 2: The continued changes and overload of information caused by COVID cause stress and anxiety. **Root Cause:** There have been ongoing changes for every aspect of this profession. These continued changes with the lack of time to learn how to meet student needs in the virtual realm have been challenging.

Parent and Community Engagement

Parent and Community Engagement Summary

The community is heavily invested and involved at Birnham Woods. Parents report feeling very welcomed when they come into the school due to reception, professionalism, and familiarity they encounter in our front office. In addition, they report a warm welcoming partnership and attitude from our staff. Many of our families research and specifically choose to move into the Birnham Woods school zone due to the school's reputation. We have many community members who support the school either individually or through the PTO. Some of the activities that our PTO provides are monthly spirit nights, movie nights, trunk or treat, mother/son and father/daughter activities, STEAM night, and spring festival. We also had, prior to COVID, a very strong WATCHDOG program with over 100 dads participating last year. Our community mentor program, started by a collaborative effort of a BWE parent and the Counselor, was very successful last year, and we plan to continue this program as soon as we are able.

We have always welcomed and encouraged volunteers on our campus. We have many who come regularly to help in our library, copy room, in classrooms, and with PTO. This has been greatly missed this year due to COVID.

Communication is provided to families and staff in a variety of ways. We utilize our district website, marquee, Facebook, Twitter, email, texts on a regular basis to make sure our families have the latest, and most accurate information. With that said, we also have worked hard to streamline our communication process so that parents are not receiving more communication than is needed.

Parent and Community Engagement Strengths

Birnham Woods Elementary School's success is largely due to the support, participation and cooperation of our families and communities. Our staff retention rate is very high which fosters into the parent and community strengths. Many of our staff members live in our surrounding community, and this allows them to build strong relationships with BWE families.

Birnham Woods Elementary has an active and supportive PTO that helps fund-raise, promote, and enrich our students, campus programs, and community. They also help fund a Scholarship, in memorial of a former staff member, for graduating students in our feeder high school. Our PTO hosts many spirit nights to boost morale, fund-raise, and build partnerships with neighboring businesses. Our PTO organizes our Boosterthon Fun Run fundraiser each year as well as many other activities that include our community.

Annually, each grade level hosts community service projects or donation drives. This includes: coat drive, food drive, toy drive, pet supply drive, and book drive. All donations and proceeds go to our local community and partnering schools.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): We have had to stop, or limit, many opportunities for parents and community members to be involved because we have not been able to operate under our normal structures. **Root Cause:** COVID has been the main cause of this. Other factors include financial strains, changes in jobs, and limited opportunities.

Priority Problem Statements

Problem Statement 1: The percentage Economically Disadvantaged students scoring at the Meets and Masters levels on STAAR or benchmarks is lower than other subgroups.

Root Cause 1: Differentiated instructional strategies have not been targeted toward individual student needs consistently in order to connect to prior knowledge and make meaningful connections. RtI interventions are utilized based on tier one data, but this causes students to be out of the classroom for a period of time each day.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There is a lack of cohesiveness and trust and an increase in tension within teams.

Root Cause 2: Increased demands, COVID, and new instructional requirements have contributed to this. Lack of adequate support from leadership is another contributing factor.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: We have had to stop, or limit, many opportunities for parents and community members to be involved because we have not been able to operate under our normal structures.

Root Cause 3: COVID has been the main cause of this. Other factors include financial strains, changes in jobs, and limited opportunities.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Hispanic and LEP students are typically scoring below other subgroups at the Meets level.

Root Cause 4: Vocabulary development strategies have not been implemented with consistency and fidelity. Students need exposure and opportunities to use academic vocabulary regularly in the classroom. We still need to improve on the seven steps of a language rich classroom.

Problem Statement 4 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success:





CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: The number of students in the Economically Disadvantaged subgroup will increase by 15% in the Meets Category and by 10% in the Masters category on the STAAR Reading assessment.

Evaluation Data Sources: STAAR

- Common Assessments
- Literacy Assessment Data
- Benchmark Scores

Summative Evaluation: None

<p>Strategy 1: Targeted small group instruction implemented with fidelity and consistency to work toward mastery of deficit reading skills</p> <p>Strategy's Expected Result/Impact: Close the achievement gap between the Economically Disadvantaged group by at least 10%.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Tutoring - State Comp Ed - \$4,350</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Teachers will meet regularly with the instructional coach to analyze disaggregated data and plan differentiated lessons based on students needs.</p> <p>Strategy's Expected Result/Impact: Close the achievement gap between the Economically Disadvantaged group by at least 10%.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement

<p>Problem Statement 3: The percentage Economically Disadvantaged students scoring at the Meets and Masters levels on STAAR or benchmarks is lower than other subgroups. Root Cause: Differentiated instructional strategies have not been targeted toward individual student needs consistently in order to connect to prior knowledge and make meaningful connections. Rtl interventions are utilized based on tier one data, but this causes students to be out of the classroom for a period of time each day.</p>
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Goal 1: Student Achievement and Post-Secondary Success:





CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase scores for Hispanic and LEP students in the Meets and Masters Categories by 10% on the STAAR Reading assessment.

Evaluation Data Sources: STAAR

- Common Assessments
- Literacy Assessment Data
- Benchmark Scores

Summative Evaluation: None

<p>Strategy 1: Utilize resources to build and develop vocabulary skills</p> <p>Strategy's Expected Result/Impact: Close the achievement gap for Hispanic and LEP students by at least 10%</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Instructional Materials - Title III - \$3,500</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Utilize the Seven Steps to a Language Rich classroom with fidelity and consistency</p> <p>Strategy's Expected Result/Impact: Close the achievement gap for Hispanic and LEP students by at least 10%</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 4</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 4: Hispanic and LEP students are typically scoring below other subgroups at the Meets level. Root Cause: Vocabulary development strategies have not been implemented with consistency and fidelity. Students need exposure and opportunities to use academic vocabulary regularly in the classroom. We still need to improve on the seven steps of a language rich classroom.</p>

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Meet with campus secretary DAILY in morning meetings to include review of expenditures and reconcile bank statements. Strategy's Expected Result/Impact: This will provide information to guide spending and monitor funds. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.





Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

<p>Strategy 1: Assemble and train a team of staff representatives to attend job fairs and participate in the hiring and mentoring process.</p> <p>Strategy's Expected Result/Impact: Having a team that represents all the different teams provides the opportunity to grow our staff in diversity and expertise.</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.





Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

<p>Strategy 1: Maintain consistent and multi-modal systems of communication with PTO, community partners and other stakeholders to share information and gather feedback.</p> <p>Strategy's Expected Result/Impact: We will maintain high levels of communication so that we better understand the needs of our students and their families.</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

<p>Strategy 1: Utilize leadership teams, Foundations and Core Team, to survey staff for feedback, revise and refine processes, communicate information, and provide accountability for protocols.</p> <p>Strategy's Expected Result/Impact: This will allow us to maintain a safe and secure environment with consistent procedures for our students and staff.</p> <p>Staff Responsible for Monitoring: Foundations Team Core Team</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<p>Strategy 1: Teachers will continue to be provided training opportunities monthly with the district technology coach.</p> <p>Strategy's Expected Result/Impact: Teachers will grow their instructional technology skills and become more consistent with including technology applications in daily instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Funding Sources: Technology Devices - State Comp Ed - \$4,410</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: The use of surveys will be implemented to gather information and feedback to campus leadership teams. Strategy's Expected Result/Impact: We will be able to better meet the needs of our staff. Staff Responsible for Monitoring: Principal Team Leaders Core Team Foundations Team	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Birnham Woods		
SCE		
Computer Equipment / AV Supplies	\$2,350	0.00
Extra Duty	\$2,060	0.04
General Supplies	\$226	0.00
Substitutes	\$4,124	0.07
SCE Total	\$8,760	0.11
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$500	0.00
Extra Duty	\$2,000	0.04
General Supplies	\$500	0.00
Title III EL Total	\$3,500	0.04
Birnham Woods Total	\$12,260	0.15

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$4,350.00
6	1	1	Technology Devices		\$4,410.00
Sub-Total					\$8,760.00
Budgeted Fund Source Amount					\$8,760.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Materials		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
Grand Total					\$12,260.00

Addendums