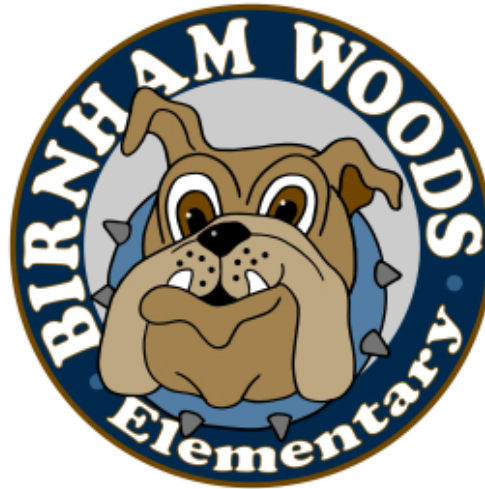


**Conroe Independent School District**

**Birnham Woods Elementary**

**2021-2022 BWE**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Based on the last formal rating, Birnham Woods Elementary met standard in all three domains according to the state guidelines. The campus rating was an 'A'. The campus scores for the 2019-2020 STAAR assessment for all students are below:

#### Domain I: 91

Birnham 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 Birnham 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 (Prioritized):** Student performance across sub-populations is disproportionate across content and grade levels. **Root Cause:** Tier I best instructional practices are not evident in all classrooms.

**Problem Statement 2 (Prioritized):** Tenets of Tier I best instructional practices (reteach, remediate, enrich) are not observed in all classes. **Root Cause:** Teachers have autonomy with interpretation and implementation of district initiatives.

**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. 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:** 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.

**Problem Statement 5:** 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 6:** 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 7 (Prioritized):** There is little evidence of a campus wide system for planning instruction. **Root Cause:** A lack of planning support or an accountability system for planning.

**Problem Statement 8 (Prioritized):** There is no evidence of a campus wide system for interpreting and responding to student performance data. **Root Cause:** Lack of a campus wide expectation and approach to data disaggregation.

**Problem Statement 9 (Prioritized):** There is no evidence of the integration of technology into daily instruction. **Root Cause:** Teachers need professional development to explore, learn, and expound methods for integrating technology in instruction.

# 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):** Teachers do not feel supported by administrator responses to discipline support calls. Administrators feel abused by consistent, recurring calls for administrator support with level one discipline infractions. **Root Cause:** There is not a campus wide system for how discipline is addressed at the classroom and administrative level.

**Problem Statement 2:** There is a lack of frequent staff and student recognition schoolwide. **Root Cause:** COVID's previous restrictions has reduced staff's preferred recognition methods .

**Problem Statement 3 (Prioritized):** School closure and feelings of isolation during and post COVID have negatively effected student and staff ability to cope and manage at school. **Root Cause:** Students and staff need additional support with managing the social and emotional effects of the pandemic as we return to a traditional school setting.

# 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 Booster-thon 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):** Parents feel disconnected from the school. **Root Cause:** Restrictions and limitations (i.e, limited face to face meetings, increased electronic communication, lack of volunteer opportunities) implemented to mitigate the spread of COVID, have decreased the opportunities for parents to engage at the school.



# Priority Problem Statements

**Problem Statement 1:** Student performance across sub-populations is disproportionate across content and grade levels.

**Root Cause 1:** Tier I best instructional practices are not evident in all classrooms.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 6:** Teachers do not feel supported by administrator responses to discipline support calls. Administrators feel abused by consistent, recurring calls for administrator support with level one discipline infractions.

**Root Cause 6:** There is not a campus wide system for how discipline is addressed at the classroom and administrative level.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** Parents feel disconnected from the school.

**Root Cause 7:** Restrictions and limitations (i.e, limited face to face meetings, increased electronic communication, lack of volunteer opportunities) implemented to mitigate the spread of COVID, have decreased the opportunities for parents to engage at the school.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 3:** Tenets of Tier I best instructional practices (reteach, remediate, enrich) are not observed in all classes.

**Root Cause 3:** Teachers have autonomy with interpretation and implementation of district initiatives.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 8:** School closure and feelings of isolation during and post COVID have negatively effected student and staff ability to cope and manage at school.

**Root Cause 8:** Students and staff need additional support with managing the social and emotional effects of the pandemic as we return to a traditional school setting.

**Problem Statement 8 Areas:** Culture and Climate

**Problem Statement 2:** There is little evidence of a campus wide system for planning instruction.

**Root Cause 2:** A lack of planning support or an accountability system for planning.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 4:** There is no evidence of a campus wide system for interpreting and responding to student performance data.

**Root Cause 4:** Lack of a campus wide expectation and approach to data disaggregation.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** There is no evidence of the integration of technology into daily instruction.

**Root Cause 5:** Teachers need professional development to explore, learn, and expound methods for integrating technology in instruction.

**Problem Statement 5 Areas: Student Achievement**

# 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 percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 65% to 68% .

### HB3 Goal

Strategy 1 Details
<p><b>Strategy 1:</b> Third grade students will participate in 30 minutes of reading intervention 2-3/wk.</p> <p><b>Strategy's Expected Result/Impact:</b> Close gaps and increase performance on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, Classroom teachers</p> <p><b>Problem Statements:</b> Student Achievement 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> BWE will provide before and after school tutorials for students in need of intervention: purchase necessary academic resources, provided afternoon snacks for students and pay teachers for tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Close learning gaps</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Leveled Classroom Libraries - ESSER - \$10,000, Tutoring - State Comp Ed - \$12,452, Healthy Snacks - ESSER - \$1,125</p>

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 2:</b> Tenets of Tier I best instructional practices (reteach, remediate, enrich) are not observed in all classes. <b>Root Cause:</b> Teachers have autonomy with interpretation and implementation of district initiatives.</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 percent of 3rd grade students that score meets grade level or above on STAAR Math from 60% to 63% .

**HB3 Goal**

**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 the percent of 4th grade students that score meets grade level or above on STAAR from 67% to 70% .

**HB3 Goal**

Strategy 1 Details
<p><b>Strategy 1:</b> Dreambox usage - during school, after school <b>Strategy's Expected Result/Impact:</b> Improve level of reading and math to meets or above <b>Staff Responsible for Monitoring:</b> Principal, AP, Math and Literacy Coaches <b>Problem Statements:</b> Student Achievement 2</p>

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Tenets of Tier I best instructional practices (reteach, remediate, enrich) are not observed in all classes. <b>Root Cause:</b> Teachers have autonomy with interpretation and implementation of district initiatives.</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 4:** Increase the percent of 4th grade students that score meets grade level or above on STAAR from 64% to 67%

**HB3 Goal**

Strategy 1 Details
<p><b>Strategy 1:</b> Dreambox usage - during school, after school <b>Strategy's Expected Result/Impact:</b> Improve level of reading and math to meets or above <b>Staff Responsible for Monitoring:</b> Principal, AP, Math and Literacy Coaches <b>Problem Statements:</b> Student Achievement 2</p>

**Performance Objective 4 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Tenets of Tier I best instructional practices (reteach, remediate, enrich) are not observed in all classes. <b>Root Cause:</b> Teachers have autonomy with interpretation and implementation of district initiatives.</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 the percent of 4th grade African-American students that score meets grade level or above on Math STAAR from 37.5 % to 41%.

Increase the percent of 3rd grade African-America students that score meets grade level or above on Math STAAR from 22% to 25%.

**HB3 Goal**

Strategy 1 Details
<b>Strategy 1:</b> Will purchase math manipulatives to support Tier 1 instruction <b>Staff Responsible for Monitoring:</b> teachers, Coach, AP <b>Funding Sources:</b> Math Instructional Materials - ESSER - \$10,000

**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 6:** Increase the percent of LEP students performing at the Meets level from 50% to 60%.

Strategy 1 Details
<b>Strategy 1:</b> Purchase instructional materials (manipulatives, dictionaries, headsets, technology devices) to support English language acquisition. <b>Funding Sources:</b> LEP Resources - Title III - \$3,500



**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 foster the development of campus leaders, by creating and using leadership teams with clearly defined roles and responsibilities. (i.e., Admin Team, Core Team, Team Leaders, Foundations Team, and CISD Leadership Academy Participants).

Strategy 1 Details
<p><b>Strategy 1:</b> Weekly admin calibration walks.</p> <p><b>Strategy's Expected Result/Impact:</b> identify campus trends and respond with appropriate coaching and/or training.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach</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 fiscal documentation and adhere to fiscally responsible spending practices as indicated by an annual clean audit.

Strategy 1 Details
Strategy 1: Conduct monthly meetings with secretary to go over financials.

**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:** Birnham Woods will collaborate and partner with district support staff to provide ongoing professional development (planning sessions, PLCs, trainings, modeling and coaching) for teachers throughout the year.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Provide Reading Academy support (ie., coaching, printed materials, designated learning time) to teachers participating in Texas Reading Academy <b>Strategy's Expected Result/Impact:</b> 100% staff completion of Texas Reading Academy <b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, Teachers <b>Funding Sources:</b> Reading Academy Staff Development - ESSER - \$21,648
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Staff celebrations to increase campus morale (interdependence) as well as establish a sense of trust, confidence, and enthusiasm among faculty members. <b>Strategy's Expected Result/Impact:</b> Decrease the difference in peaks and valleys in staff morale as indicated by the campus OHI <b>Staff Responsible for Monitoring:</b> Admin
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> BWE will hire subs to cover classes for teacher professional development <b>Funding Sources:</b> Subs for Staff Development - ESSER - \$12,452
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> BWE will identify and pay for necessary trainings for teachers to build capacity to deliver effective Tier I instruction and intervention. <b>Strategy's Expected Result/Impact:</b> Close learning gaps Increased academic readiness and performance <b>Funding Sources:</b> Professional Development - ESSER - \$10,000

**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 revise and implement campus wide behavior expectations.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Administrative team will conduct nine week conversations with families to gain feedback and build partnerships. <b>Strategy's Expected Result/Impact:</b> Enhancing two way communication between school and community <b>Staff Responsible for Monitoring:</b> Admin
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> BWE will create a use a behavior matrix to address campus discipline. <b>Strategy's Expected Result/Impact:</b> Safe environment, decrease in referrals, consistent discipline management across grade levels <b>Staff Responsible for Monitoring:</b> Admin, Foundations Team, Teachers

**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:** BWE will use various resources to enhance effective two-communication to keep stakeholders informed of school events and receive input from stakeholders.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> BWE will send, via email and text, a weekly newsletter to parents to keep them informed of schoolwide activities and opportunities to volunteer.

**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:** BWE will intentionally foster positive relationships with families by partnering with the PTO to provide multiple opportunities for parent engagement to support our student's academic, physical, emotional, and social well-being.

Strategy 1 Details
<p><b>Strategy 1:</b> BWE will hire a second school counselor to help mitigate the social emotional impact of COVID on student social skills that impede academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide counseling, coping skills, and 504 support.</p> <p><b>Funding Sources:</b> Counselor (2yrs) - ESSER - \$173,399</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 create and implement a campus wide system for planning and data analysis to increase student performance in Reading and Math.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Instructional coach will provide weekly lesson plan meetings across grade levels. <b>Strategy's Expected Result/Impact:</b> Increased rigorous instruction <b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> During PLC, instructional coach and teams will analyze data to determine highest areas of need and determine intervention and enrichment strategies. <b>Strategy's Expected Result/Impact:</b> track student growth <b>Staff Responsible for Monitoring:</b> Admin, instructional coach, grade level teams

**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 to include Education Galaxy, Amplify for grades K-2, and Dreambox.

Strategy 1 Details
<p><b>Strategy 1:</b> Dreambox Subscription (2yrs) <b>Strategy's Expected Result/Impact:</b> Close learning gaps in Math <b>Funding Sources:</b> Dreambox Subscription - ESSER - \$16,000</p>



# State Compensatory

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutoring		\$12,452.00
<b>Sub-Total</b>					\$12,452.00
<b>Budgeted Fund Source Amount</b>					\$12,452.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	LEP Resources		\$3,500.00
<b>Sub-Total</b>					\$3,500.00
<b>Budgeted Fund Source Amount</b>					\$3,500.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Leveled Classroom Libraries		\$10,000.00
1	1	2	Healthy Snacks		\$1,125.00
1	5	1	Math Instructional Materials		\$10,000.00
3	1	1	Reading Academy Staff Development		\$21,648.00
3	1	3	Subs for Staff Development		\$12,452.00
3	1	4	Professional Development		\$10,000.00
4	3	1	Counselor (2yrs)		\$173,399.00
5	2	1	Dreambox Subscription		\$16,000.00
<b>Sub-Total</b>					\$254,624.00
<b>Budgeted Fund Source Amount</b>					\$254,624.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$270,576.00

# Addendums