

Conroe Independent School District
Birnham Woods Elementary
2022-2023 Campus Improvement Plan

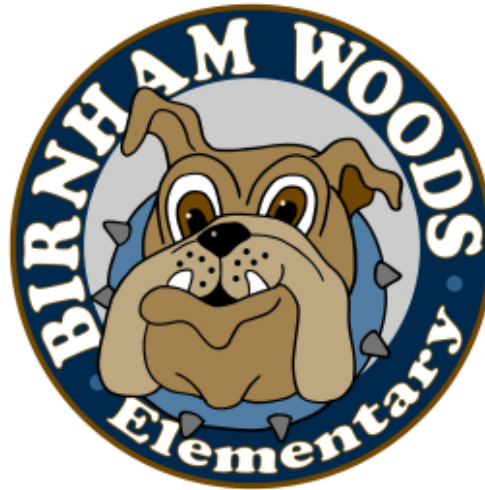


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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Birnam Woods Elementary met standard in all three domains according to the state guidelines. The campus rating was a 'B'. The campus scores for the 2022 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 (Eco. Dis. subgroup was approximately 20% below in all three categories)

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

4th grade Math: 87% Approaches; 60% Meets; 37% Masters (Eco. Dis. subgroup was 27% below in Meets; African American was approximately 20% below in Meets and Masters)

4th grade Reading: 91% Approaches; 71% Meets; 45% Masters (Eco. Dis. subgroup was 29% below in Masters)

In synthesizing 2022 STAAR performance data, the following trends were noted:

- Masters levels performance in third grade Math decreased approximately 1%
- Masters level performance in fourth 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 third grade Reading increased across all performance bands.

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

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students across all sub-populations are not making one year's academic growth in Reading. **Root Cause:** Campus has not focused on student performance for individual students to ensure that every student is progressing annually.

Problem Statement 2 (Prioritized): Students across all sub-populations are not making one year's academic growth in Math. **Root Cause:** Campus has not focused on student performance for individual students to ensure that every student is progressing annually.

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 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 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

BWE campus culture dynamically shifted last year. Our administration team leads with a shared leadership approach that includes teacher led systems of support: Team Leaders, BWE 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. We have hired an additional counselor to support our students. Our counselors proactively address student needs with initiatives and programs, like Bulldog Buddies, WATCHDOGS dads, Bulldog Buddies, 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): Our campus experienced a high teacher turnover rate last year. We are working to continue to cultivate the positive, dynamic shift in campus culture that we began last year. **Root Cause:** This year we are on-boarding a large amount of new staff to our campus.

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, for example, assisting in PE with the rollerskating unit, and reading with groups of students. As things return to normal, 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 hosting 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 night outs, BoosterThon, and Spring Carnival.

Additionally, we are reactivating our Watch D.O.G.S. program, at this years' 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 are pleased and appreciate the ongoing communication between school and parents. We utilize email, text, Twitter, Facebook, our district website, and 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 large numbers.

Birnam Woods Elementary has an active and supportive PTO that helps fund-raise, promote, and enrich our students, campus programs, and community. 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): Our families feel disconnected from school. **Root Cause:** We are establishing our "new normal," post-pandemic and in adherence to the increased safety protocols.

Priority Problem Statements

Problem Statement 2: Students across all sub-populations are not making one year's academic growth in Reading.

Root Cause 2: Campus has not focused on student performance for individual students to ensure that every student is progressing annually.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: Our campus experienced a high teacher turnover rate last year. We are working to continue to cultivate the positive, dynamic shift in campus culture that we began last year.

Root Cause 4: This year we are on-boarding a large amount of new staff to our campus.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 1: Our families feel disconnected from school.

Root Cause 1: We are establishing our "new normal," post-pandemic and in adherence to the increased safety protocols.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 3: Students across all sub-populations are not making one year's academic growth in Math.

Root Cause 3: Campus has not focused on student performance for individual students to ensure that every student is progressing annually.

Problem Statement 3 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 67% to 70%.

HB3 Goal

Evaluation Data Sources: 3rd STAAR Reading Results

Strategy 1 Details	Reviews			
Strategy 1: Third grade students will participate in 30 minutes of reading intervention daily. Strategy's Expected Result/Impact: Interventions will focus on students with significant learning gaps and lack foundational skills to close gaps and increase performance on STAAR. Staff Responsible for Monitoring: Administration, Interventionist, and Classroom Teachers Problem Statements: Student Achievement 1 Funding Sources: Instructional Intervention Materials - ESSER III - \$10,000	Formative			Summative
	Oct	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students across all sub-populations are not making one year's academic growth in Reading. Root Cause: Campus has not focused on student performance for individual students to ensure that every student is progressing annually.





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 70% to 73%.

HB3 Goal

Evaluation Data Sources: 3rd Math STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Third grade students will participate in 30 minutes of math intervention daily.</p> <p>Strategy's Expected Result/Impact: Interventions will focus on students with significant learning gaps and lack foundational skills to close gaps and increase performance on STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Interventionist, and Classroom Teachers</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Tutors - State Comp Ed - \$19,512</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: DreamBox will be used during and after school hours.</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 and Classroom teacher</p> <p>Funding Sources: Dreambox - State Comp Ed - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June
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Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 2: Students across all sub-populations are not making one year's academic growth in Math. Root Cause: Campus has not focused on student performance for individual students to ensure that every student is progressing annually.</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 the percent of 4th grade students that score meets grade level or above on STAAR Math from 60% to 63%.

Evaluation Data Sources: 4th Math STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Fourth grade students will participate in 30 minutes of math intervention daily.</p> <p>Strategy's Expected Result/Impact: Interventions will focus on students with significant learning gaps and lack foundational skills to close gaps and increase performance on STAAR.</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 2</p> <p>Funding Sources: Fountas & Pinnell Guided Reading Kit - State Comp Ed - \$5,950</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: DreamBox will be used during and after school hours.</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 and Classroom Teacher</p>	Formative			Summative
	Oct	Dec	Mar	June
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Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 2: Students across all sub-populations are not making one year's academic growth in Math. Root Cause: Campus has not focused on student performance for individual students to ensure that every student is progressing annually.</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 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. (i.e., Foundations Team, Reads/Writes/Solves/Core Team, Team Leaders, Cultural Awareness committee, Social Committee, and Technology Committee).

Evaluation Data Sources: Teacher feedback, OHI, Team functionality





Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher leaders will identify committee chairs, timeline of meetings and agendas to monitor progress as needs present themselves across the campus.</p> <p>Strategy's Expected Result/Impact: Identify and respond to various needs proactively and strengthen teacher leaders.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p>	Formative			Summative
	Oct	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 fiscal documentation and adhere to fiscally responsible spending practices as indicated by an annual clean audit.

Evaluation Data Sources: Audit





Strategy 1 Details	Reviews			
Strategy 1: Conduct 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	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: BWE will recruit highly qualified staff members.

Evaluation Data Sources: HR position control, Teacher credentials and PD





Strategy 1 Details	Reviews			
<p>Strategy 1: BWE will increase campus social media presence on Twitter, Facebook, and our campus website.</p> <p>Strategy's Expected Result/Impact: BWE will increase social media presence to reach and engage potential candidates.</p> <p>Staff Responsible for Monitoring: BWE webmaster and technology team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: Teachers will receive instructional support from instructional coach and administrators.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in routine data disaggregation meetings during PLC to analyze test data, identify areas for growth and create a plan of action to achieve student growth.</p> <p>Strategy's Expected Result/Impact: To identify teacher instructional growth opportunities.</p> <p>Staff Responsible for Monitoring: Administrators & Instructional Coach</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Updated Technology - ESSER III - \$6,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration will conduct routine classroom walk throughs, and hold feedback meetings with teachers to discuss opportunities for growth, create goals, and set time limits for improvement.</p> <p>Strategy's Expected Result/Impact: To help teachers by identifying areas of weakness, and provide a plan for improvement.</p> <p>Staff Responsible for Monitoring: Campus 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>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Culture and Climate
<p>Problem Statement 1: Our campus experienced a high teacher turnover rate last year. We are working to continue to cultivate the positive, dynamic shift in campus culture that we began last year. Root Cause: This year we are on-boarding a large amount of new staff to our campus.</p>

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 3: BWE campus leaders will build a strong school culture by increasing employee motivation, and creating a community of highly engaged employees.

Evaluation Data Sources: Campus Wide Morale Initiatives, OHI

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement monthly staff morale boosters, and staff celebrations.</p> <p>Strategy's Expected Result/Impact: To foster relationships between teachers, administration, school staff, and stakeholders.</p> <p>Staff Responsible for Monitoring: BWE campus leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be provided the opportunity to serve on campus committees that serve their interests.</p> <p>Strategy's Expected Result/Impact: To give teachers the chance to collaborate and participate in campus decisions.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	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>				

Performance Objective 3 Problem Statements:

Culture and Climate

Problem Statement 1: Our campus experienced a high teacher turnover rate last year. We are working to continue to cultivate the positive, dynamic shift in campus culture that we began last year. **Root Cause:** This year we are on-boarding a large amount of new staff to our campus.

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: BWE will intentionally foster a collaborative school culture with families by partnering with the PTO, providing parental engagement opportunities to support our students' academic, physical, emotional, and social well-being.

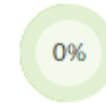
Evaluation Data Sources: Student activities/events, Parent engagement participation

Strategy 1 Details	Reviews			
Strategy 1: The administration team will collaborate with the PTO to create, host, and carryout family engagement initiatives. Strategy's Expected Result/Impact: Building partnerships parents and the community. Staff Responsible for Monitoring: Administration/PTO	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BWE will promote family involvement by providing various campus volunteer opportunities for parents. Strategy's Expected Result/Impact: Promote parent involvement Staff Responsible for Monitoring: Administration/PTO/Teachers	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: BWE will hire an additional counselor to help mitigate the post pandemic social-emotional impact on students' social skills that impede academic success. Strategy's Expected Result/Impact: The second school counselor will be responsible for the following: 1.	Formative			Summative
	Oct	Dec	Mar	June

working with students individually and in small groups to provide support, strategies, and plans to address social and emotional issues such as (but not limited to) -anxiety, depression, friendships, acceptance, suicidal ideation, physical abuse, and mental abuse. 2. assisting teachers with developing tools and strategies to address concerning student behavior. 3. 504 services- partnering with parents and teachers to address concerns and create an academic plan with appropriate supports according to student need, ensure implementation of 504 plan, assist teachers with student concerns.

Staff Responsible for Monitoring: Principal & Counselors

Funding Sources: Counselor Allocation - ESSER III - \$74,300



No Progress



Accomplished



Continue/Modify









Discontinue

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.

Evaluation Data Sources: Parent Panel Sign Up, Weekly Newsletter







Strategy 1 Details	Reviews			
<p>Strategy 1: The administration team will host parent panels providing families an additional platform to collaboratively communicate with the school principal.</p> <p>Strategy's Expected Result/Impact: Enhancing a two-way communication with parents and the community.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BWE will utilize schoolwide emails, weekly newsletters and social media platforms to share information with parents.</p> <p>Strategy's Expected Result/Impact: Parent awareness for schoolwide activities and opportunities to engage</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 cultivate a safe learning environment for students.

Evaluation Data Sources: Referrals, Counselor Visits, Systems Efficiency Review

Strategy 1 Details	Reviews			
Strategy 1: Foundations will proactively create and implement campus wide language and expectations. Strategy's Expected Result/Impact: Establish expectations that promote a safe environment Staff Responsible for Monitoring: Administration & Foundations Team Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: A Safety Team will be created to monitor and help implement the state and districtwide safety protocols. Strategy's Expected Result/Impact: Ensure a physically safe learning environment. Staff Responsible for Monitoring: Administration & Safety Team	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Our families feel disconnected from school. Root Cause: We are establishing our "new normal," post-pandemic and in adherence to the increased safety protocols.





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: BWE will implement effective instructional practices that provide meaningful leaning for all students.

Evaluation Data Sources: Calendared 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, first grade class roster.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided uninterrupted planning time with support (i.e, admin, coach, dist. support) as needed.</p> <p>Strategy's Expected Result/Impact: Teachers will create objective driven lessons and learning experiences that helps students move toward the goal of one year's growth.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Substitutes for Planning - State Comp Ed - \$25,000, Storyworks Grade 4 - ESSER III - \$2,200, Junior Scholastic Magazine Grade 3 Social Studies - ESSER III - \$3,396, F&P Phonics Kits Grade 2 - ESSER III - \$950, Ipad & Chromebooks - ESSER III - \$14,661</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will engage in weekly PLCs focused on the 4 questions:</p> <p>What do we want all students to know and be able to do?</p> <p>How will we know if they learn it?</p> <p>How will we respond when some students do not learn?</p> <p>How will we extend the learning for students who are already proficient?</p> <p>Strategy's Expected Result/Impact: Engage teachers in ongoing cycles of collaborative inquiry to yield better results for learners.</p> <p>Staff Responsible for Monitoring: Administration, TLs,</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Math Manipulatives - State Comp Ed - \$15,000, Field Guide Lead4ward - ESSER III - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Designated need base interventions will be provided for all learners.</p> <p>Strategy's Expected Result/Impact: Close learning gaps for students so that all students meet or make progress toward grade level expectations.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Student Tutorials - ESSER III - \$15,000, Contract Tutors - ESSER III - \$28,152</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: EB Students will utilize web based instructional platforms for language acquisition support and reading interventions.</p> <p>Funding Sources: Imagine Language & Literacy - Title III - \$2,850, Imagine Language & Literacy - ESSER III - \$3,150, Headphones - ESSER III - \$890, Rosetta Stone - ESSER III - \$1,200</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: An additional teacher will be added to first grade to reduce class sizes from greater than 22:1 ratio. A reduction in class size will allow for more effective delivery of initial instruction first grade, a very pivotal year for foundational literacy.</p> <p>Funding Sources: Teacher Allocation - ESSER III - \$60,000</p>	Formative			Summative
	Oct	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 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

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Imagine Language & Literacy		\$2,850.00
Sub-Total					\$2,850.00
Budgeted Fund Source Amount					\$2,850.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutors		\$19,512.00
1	2	2	Dreambox		\$8,000.00
1	3	1	Fountas & Pinnell Guided Reading Kit		\$5,950.00
5	1	1	Substitutes for Planning		\$25,000.00
5	1	2	Math Manipulatives		\$15,000.00
Sub-Total					\$73,462.00
Budgeted Fund Source Amount					\$73,462.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Intervention Materials		\$10,000.00
3	2	1	Updated Technology		\$6,000.00
4	1	3	Counselor Allocation		\$74,300.00
5	1	1	Junior Scholastic Magazine Grade 3 Social Studies		\$3,396.00
5	1	1	Storyworks Grade 4		\$2,200.00
5	1	1	F&P Phonics Kits Grade 2		\$950.00
5	1	1	Ipads & Chromebooks		\$14,661.00
5	1	2	Field Guide Lead4ward		\$500.00
5	1	3	Student Tutorials		\$15,000.00
5	1	3	Contract Tutors		\$28,152.00
5	1	4	Headphones		\$890.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Imagine Language & Literacy		\$3,150.00
5	1	4	Rosetta Stone		\$1,200.00
5	1	5	Teacher Allocation		\$60,000.00
Sub-Total					\$220,399.00
Budgeted Fund Source Amount					\$220,399.00
+/- Difference					\$0.00
Grand Total Budgeted					\$296,711.00
Grand Total Spent					\$296,711.00
+/- Difference					\$0.00