

**Wylie Independent School District
Birmingham Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

We are committed to plan collaboratively and consistently with expectations that all students will grow, and build relationships that foster an environment of success for all students and staff.

Vision

At Birmingham, we will be intentional, encouraging, and consistent to ensure a safe and nurturing environment that grows ALL Bears to be #simplytheBEST.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Groups:

| | 2024-2025 | 2023-2024 | 2021-2022 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|----------------------|-----------|-----------|-----------|---------|---------|-----------|---------|---------|---------|
| Hispanic | 23% | 22.3% | 23.55% | 22% | 22% | 21% | 20% | 18% | 18% |
| African American | 22% | 20.0% | 21.96% | 19.7% | 21% | 26% | 23% | 24% | 21% |
| White | 42% | 45.6% | 40.65% | 44.5% | 46% | 69% | 72% | 67% | 65% |
| American Indian | .4% | .6% | .36% | <1% | <1% | 4% | 6% | 5 % | 7% |
| Asian | 6.6% | 5.1% | 6.53% | 5.4% | 6% | 9% | 6% | 8 % | 7% |
| Native Hawaiian/Pa.I | 0% | 0% | 0% | 0% | 0% | 1 student | 1% | .4% | 0% |

Educational At-risk:

| | 2024-2025 | 2023-2024 | 2021-2022 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------------------|-----------|-----------|-----------|---------|---------|---------|---------|---------|---------|
| Economically Dis. | 41% | 39% | 38.84% | 40.8% | 45% | 43% | 41% | 44% | 39% |
| At-Risk | | 28.6% | 28.49% | 23.48% | 34.87% | 16% | 27% | 32% | 37% |

Current enrollment is **503** students. Enrollment numbers have held steady the past four years. The number of students enrolled in the first semester is consistent with the number of students enrolled in the second semester. Campus consists of grades Kindergarten through 4th grade.

Demographics Strengths

- Student enrollment has remained steady for the past two years with a slight increase
- Attendance rate 96.7%-97.1 % for the past four years
- Ethnic groups have remained consistent for the past two years with a slight increase
- Overall increase in African American and Hispanic students' academic success in all STAAR tested areas;

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase parent involvement in order to help parents better understand how to support their child at home to create a more cohesive parent community. **Root Cause:** With a 41% poverty rate our staff is requiring an understanding of working with families of poverty.

Student Learning

Student Learning Summary

3rd grade Reading:84%(Approaches); 54% (Meets); 35% (Masters)

3rd grade Math: 81% (Approaches); 54% (Meets); 36%(Masters)

4th grade Reading:87% (Approaches); 58% (Meets); 32% (Masters)

4th grade Math: 88% (Approaches); 68% (Meets); 46% (Masters)

4th grade Writing: 80% (Approaches); 36% (Meets); 16% (Masters)

Kindergarten 84% met or exceeded End of the year BAS expectations in 2018-19

1st grade: 58% met or exceeded End of the year BAS expectations in 2018-19

2nd grade: 77% met or exceeded End of the year BAS expectations in 2018-19

EOY testing and STAAR testing did not take place due to COVID-19.

Kindergarten: 60% met or exceeded End of the Year BAS expectations in 2020-2021

1st grade: 55% met or exceeded End of the Year BAS expectations in 2020-2021

2nd grade: 47% met or exceeded End of the Year BAS expectations in 2020-2021

3rd grade: 17% met or exceeded End of the Year BAS expectations in 2020-2021

3rd grade Reading:89%(Approaches); 60% (Meets); 39% (Masters) in 2021-2022

3rd grade Math: 89% (Approaches); 67% (Meets); 39%(Masters) in 2021-2022

4th grade Reading:90% (Approaches); 65% (Meets); 42% (Masters) in 2021-2022

4th grade Math: 93% (Approaches); 72% (Meets); 56% (Masters) in 2021-2022

Kindergarten: 62% met or exceeded End of the Year BAS expectations in 2021-2022

1st grade: 44% met or exceeded End of the Year BAS expectations in 2021-2022

2nd grade: 51% met or exceeded End of the Year BAS expectations in 2021-2022

3rd grade: 53% met or exceeded End of the Year BAS expectations in 2021-2022

3rd grade Reading: 85.19% (Approaches); 59.26% (Meets); 22.22% (Masters) in 2022-2023

3rd grade Math: 86.25% (Approaches); 63.75% (Meets); 36.25% (Masters) in 2022-2023

4th grade Reading: 91.53% (Approaches); 69.49% (Meets); 38.14% (Masters) in 2022-2023

4th grade Math: 95.76% (Approaches); 80.51% (Meets); 53.39% (Masters) in 2022-2023

Kindergarten: 65.59% met or exceeded End of the Year BAS expectations in 2022-2023

1st grade: 49.49% met or exceeded End of the Year BAS expectations in 2022-2023

2nd grade: 50% met or exceeded End of the Year BAS expectations in 2022-2023

3rd grade: 77.78% met or exceeded End of the Year BAS expectations in 2022-2023

3rd grade Reading: 80.49% (Approaches); 53.66% (Meets); 23.58% (Masters) in 2023-2024

3rd grade Math: 77.42% (Approaches); 51.61% (Meets); 22.58% (Masters) in 2023-2024

4th grade Reading: 93.18% (Approaches); 75% (Meets); 48.86% (Masters) in 2023-2024

4th grade Math: 90.91% (Approaches); 81.82% (Meets); 57.95% (Masters) in 2023-2024

Kindergarten: 49.47% met or exceeded End of the Year BAS expectations in 2023-2024

1st grade: 59.57% met or exceeded End of the Year BAS expectations in 2023-2024

2nd grade: 64.51% met or exceeded End of the Year BAS expectations in 2023-2024

3rd grade: 70.73% met or exceeded End of the Year BAS expectations in 2023-2024

Student Learning Strengths

EOY testing and STAAR testing did not take place due to COVID-19.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students will perform within 10% when compared to district and state averages on assessments. **Root Cause:** Staff understands how to teach at-risk students.

School Processes & Programs

School Processes & Programs Summary

How do we use processes and programs to conduct business? procedures, methods and practices?

Teachers work collaboratively with district learning specialists, vertical teaching teams and grade level teaching teams to align instructional practices with our district adopted curriculum. Campus administrators and team leaders work together to support all staff members throughout the school year during classroom walkthroughs and frequent feedback. Teachers are committed to sharing best practices with one another to improve classroom instruction during weekly PLCs.

School Processes & Programs Strengths

Our campus meets consistently in weekly PLCs to share best practices, plan with fidelity, and analyze student data to plan interventions.

Perceptions

Perceptions Summary

Collaborative team of teachers, students and parents working together to ensure all students are supported and experience success throughout the school year.

We believe that all students are capable of experiencing success throughout the school year.

Perceptions Strengths

We provide multiple avenues for parent communication to meet the needs of our Birmingham community. Together with a committee of staff members and parents, we design and host family engagement activities on campus, such as: Town Hall Meetings (whole school pep rally); Fall and Spring Family Nights (with learning opportunities for families); Spring Field Day; Kindergarten Round-up.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase parent involvement in order to help parents better understand how to support their child at home and to create a more cohesive parent community.

Root Cause: Staff requires an understanding of working with families of poverty.

Priority Problem Statements

Problem Statement 1: Increase parent involvement in order to help parents better understand how to support their child at home to create a more cohesive parent community.

Root Cause 1: With a 41% poverty rate our staff is requiring an understanding of working with families of poverty.

Problem Statement 1 Areas: Demographics - Student Achievement - Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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





Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 1: 100% of our students will participate in Wylie Way Days that focus on Respect & Relationships.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Implement the Wylie Way initiatives focusing on Respect & Relationships.</p> <p>Strategy's Expected Result/Impact: Students will become more responsible, respectful, and courteous to each other.</p> <p>Staff Responsible for Monitoring: Admin Counselor Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Birmingham will implement Restorative Circles in all classrooms. Each classroom teacher will be equipped with a kit of calm down tools for their calm down corners. All classrooms will participate in Restorative Practices at least one time a week. A sensory room will be equipped with tools for social emotional learning.</p> <p>Strategy's Expected Result/Impact: Students will build relationships with peers and teachers which will help them feel safe and supported.</p> <p>Staff Responsible for Monitoring: Admin Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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Goal 1: Foster a strong sense of community & ethical values in our students.





Performance Objective 2: 100% of all Birmingham classrooms will be bully- and violence-free.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Implement the Wylie Way initiatives focusing on Respect and Responsibility, Caring and Giving, Grit and Preparation, and Gratitude and Celebration by creating Wylie Way implementation plans for school wide focus days.</p> <p>Strategy's Expected Result/Impact: Students will learn to treat others with respect which will help to eliminate violence in the classroom.</p> <p>Staff Responsible for Monitoring: Admin Counselor Teachers</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 3: Attendance rates for the 2024-2025 school year will stay consistent to last year's goal.

Evaluation Data Sources: Attendance data





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Quarterly Award Ceremony to celebrate academic growth and character traits. Students with perfect attendance will be recognized at the end of year awards.</p> <p>Strategy's Expected Result/Impact: Students will realize the importance of daily attendance at school.</p> <p>Staff Responsible for Monitoring: Admin Counselor Attendance Committee</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p> | Formative | | |
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Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 4: At least 75% our parents will participate in school wide events and celebrations.

Evaluation Data Sources: Parental attendance at Title 1 and PTA sponsored events, Watch DOG/MOD Squad participation data





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Birmingham will host two campus-wide Parent Engagement Nights, fall and spring, as well as a Kindergarten Round-up for incoming Kindergarteners.</p> <p>Strategy's Expected Result/Impact: Parents are encouraged to participate in their student's educational experience and will know the importance of their involvement in their child's education.</p> <p>Staff Responsible for Monitoring: Admin Title 1 Facilitator Teachers Family Engagement Committee</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Fall and Spring Title I Night - Title I - 211-61-6398-00-XXX-4-30-000 - \$1,000</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Conduct face-to-face parent teacher conferences twice a year to update parents about their child's progress, strengths, challenges, and areas of improvement.</p> <p>Strategy's Expected Result/Impact: Parents will be knowledgeable and involved in their child's educations.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 3: Host a WatchDog/MOD Squad Program to include adult mentors from all families to be part of our school.</p> <p>Strategy's Expected Result/Impact: Moms, Dads, and adult mentors will be part of our school community.</p> <p>Staff Responsible for Monitoring: Admin Counselor PTA Board</p> <p>Title I: 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: School administrators and parent selected committee will work collaboratively to make changes and adjustments to the Parent Engagement Policy and Campus Improvement Plan.</p> <p>Strategy's Expected Result/Impact: Increase in Parental Involvement</p> <p>Staff Responsible for Monitoring: Admin Teachers Title 1 Facilitator</p> <p>Title I: 4.1</p> | Formative | | |
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Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 5: All classrooms will utilize Restorative Discipline strategies to prevent and intervene with violent behaviors.





Evaluation Data Sources: Classrooms will participate in restorative circles, classroom agreements, relationship building, and restorative discipline.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Students K-4 will participate in restorative circles for a minimum of 10-15 minutes weekly. Classrooms will create treatment agreements at the beginning of the school year and make changes or additions as needed throughout the year.</p> <p>Strategy's Expected Result/Impact: Students will show respect for each other and build a class community.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 1: 80% of all at-risk students will show growth in the areas of math and reading.

Evaluation Data Sources: STAAR Data, BAS data, MAP data, unit assessments





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Students who are struggling with academics or behavior will be brought to the MTSS committee for solutions to help them be successful. We will specifically meet our Economically Disadvantaged, Special Ed, and white student groups identified for additional targeted support. Strategy's Expected Result/Impact: Students who are struggling will be given interventions to help them be successful. Staff Responsible for Monitoring: MTSS Committee Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> | Formative | | |
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Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 2: Birmingham students tested on STAAR Reading grade 3-4 will raise the Meets and Masters to within 10% of the district.

Evaluation Data Sources: 3rd and 4th Grade Reading STAAR Test

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Teachers will utilize resources such as Mentoring Minds, Think it Up ELA, Prompting guides, and Forde-Ferrier workbooks to differentiate support through small group based on each individual students' need as well as any campus wide areas in need of improvement in order to reinforce reading skills in preparation for the STAAR Reading test. Teachers will employ the BAS kits to assess reading levels in all students.</p> <p>Strategy's Expected Result/Impact: Students will improve their reading levels, comprehension, and revising and editing skills.</p> <p>Staff Responsible for Monitoring: Admin C&I Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Progress monitoring will be conducted during the year through BAS, LLI and Really Great Reading.</p> <p>Strategy's Expected Result/Impact: Teachers will know students reading levels so that they can differentiate their reading lessons.</p> <p>Staff Responsible for Monitoring: Admin Teachers RTI Committee Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 3: Interventionists to work with 2-4 students needing to move to the approaches and meets level. Strategy's Expected Result/Impact: Students will show growth and demonstrate grade level success. Staff Responsible for Monitoring: Admin/Leadership MTSS Committee</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Ongoing professional development support will be provided to all staff, through Learn & Earns, Monday MAP Chats, PLC, and outside training opportunities. Strategy's Expected Result/Impact: Teachers will continue to learn ideas and techniques to improve their teaching methods. Staff Responsible for Monitoring: Campus Tech Admin Teachers C&I Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 3: Birmingham students tested on STAAR Math grade 3-4 will raise the Meets and Masters expectations to within 10% of the district.

Evaluation Data Sources: 3rd and 4th Grade Math STAAR Test, MAP Test

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Math intervention materials will be provided to assist with Tier 1, 2, and 3 instruction. These will include Bridges, Math in Practice Books, Inclusion in Texas, Stemsopes, and Do the Math.</p> <p>Strategy's Expected Result/Impact: Teachers will have the tools they need to reach their struggling students.</p> <p>Staff Responsible for Monitoring: Selected Paras and Teachers Admin Title I facilitator C & I</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Math materials will be provided for teachers serving in grades 3&4. Teachers will be equipped with the math manipulatives that were provided for all teachers when the school opened.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 3: Provide for extended learning opportunities such as tutoring during Saturday Enrichment School.</p> <p>Staff Responsible for Monitoring: Title 1 Facilitator Teachers Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Students will participate in math workshop.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.4, 2.6</p> | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 4: Birmingham students tested on STAAR in grades 3 & 4 will raise Meets and Masters within 10% of the district on the SCR and ECR Writing, Revising and Editing portion. Students will increase Telpas Writing to 90% of students showing 1 years growth.

Evaluation Data Sources: 3rd and 4th Grade STAAR

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Use data taken from writing samples to differentiate instruction to guide students to become successful writers.</p> <p>Strategy's Expected Result/Impact: Lessons will be differentiated to meet student's needs in writing.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Motivate and inspire 3rd and 4th grade students to try their best, practice grit, believe in themselves with a high energy motivational assembly.</p> <p>Strategy's Expected Result/Impact: Students in 3rd and 4th grade will be motivated to do their best on all of their academic endeavors.</p> <p>Staff Responsible for Monitoring: Admin Campus Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 3: Vertical teams will align writing instruction with each grade level.</p> <p>Strategy's Expected Result/Impact: Each grade level will know what is expected of their students when it comes to writing. It will help students to be prepared for the next grade.</p> <p>Staff Responsible for Monitoring: Admin Teachers Vertical Writing Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
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Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.





Performance Objective 5: 90% of all K-4 Birmingham students will consistently perform on grade level or higher in reading and math.

Evaluation Data Sources: MAP assessment, STAAR assessment, BAS assessment, district unit assessments

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Provide teachers purposeful planning days for PLC collaboration and working with district learning specialists.</p> <p>Strategy's Expected Result/Impact: Student growth in the areas of math and reading.</p> <p>Staff Responsible for Monitoring: Admin Teachers Title 1 facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers will be supplied with supplemental instructional aides that are not provided by district curriculum and that support reading, writing, and math instruction. Such as Forde Ferrier and ThinkUp Math and Reading, Heggerty Phonemic Awareness, Flyleaf Decodable books, and UFLI Foundations.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize instructional aides to assist in filling gaps in student learning.</p> <p>Staff Responsible for Monitoring: Admin Teachers Title 1 Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Teaching Materials - Title I - 211-11-6398-00-102-4-30-000 - \$385</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 3: Birmingham teachers will utilize technology programs: Lift Off, Learning A to Z/RAZ Kids, Pear Deck, Target Reading & Writing, and Countdown to STAAR, and Formative Assessment to supplement instruction.</p> <p>Strategy's Expected Result/Impact: Student gaps will be minimized through time spent on these programs.</p> <p>Staff Responsible for Monitoring: Teachers Admin Title 1 Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: RAZ Kids - Title I - 211-11-6399-00-102-4-30-000 - \$1,401</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Teachers in grades K and 1 will be provided with Whole Phonics decodable readers to use as take-home readers to provide students with books at their level to read at home.</p> <p>Strategy's Expected Result/Impact: Students will increase their reading levels.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Title I Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 5: Reading intervention materials will be provided to assist with Tier 1, 2, and 3 instruction. These will include Whole Phonics decodable readers, Really Great Reading Countdown, and LLI.</p> <p>Strategy's Expected Result/Impact: Teachers will have the tools they need to reach their struggling students.</p> <p>Staff Responsible for Monitoring: Reading Interventionist Title I Facilitator Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Really Great Reading Countdown - Title I - 211-11-6399-00-102-4-30-000 - \$99</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Certified teacher will work with small groups of students in the areas of math and reading to increase student performance and fill skill gaps in these areas during Saturday Enrichment School.</p> <p>Strategy's Expected Result/Impact: Increase in student performance in reading and math</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: Supplemental Pay for Teachers - Title I - 211-11-6116-00-102-4-30-000 - \$5,000</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 7 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 7: Birmingham will host after school tutoring or Saturday Enrichment School that will focus on Math and Reading skills for 1st through 4th graders.</p> <p>Strategy's Expected Result/Impact: Growth in student success on Reading, Math, and Writing STAAR tests.</p> <p>Staff Responsible for Monitoring: Admin Teacher Title 1 facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Healthy Snacks - Title I - 211-11-6499-00-102-4-30-000 - \$500</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Students that attend after school tutoring or Saturday Enrichment school, will be provided with a snack.</p> <p>Strategy's Expected Result/Impact: Students will be provided nourishment to help them perform at their best.</p> <p>Staff Responsible for Monitoring: Teachers Admin Title 1 Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Birmingham teachers will utilize technology programs such as Parentsquare as a parent communication tool.</p> <p>Strategy's Expected Result/Impact: It will promote positive relationships between teachers and parents and create a place for individualized feedback.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
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| <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 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 6: 100% of students identified with dyslexia will be provided dyslexia services.





Evaluation Data Sources: Take Flight data, MAP data

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Alpha Phonics pull out classes for students qualifying for dyslexia students showing struggle in phonics learning.</p> <p>Strategy's Expected Result/Impact: Students will learn on grade level.</p> <p>Staff Responsible for Monitoring: Admin Dyslexia Teacher RTI Committee</p> <p>Title I: 2.4, 2.6</p> | Formative | | |
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| <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 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 7: 40% of our ELL's will show appropriate growth on TELPAS.





Evaluation Data Sources: TELPAS

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: We will track ELL's progress on unit assessments, BAS data, and MAP data. The ESL teacher will provide push-in support for guided reading.</p> <p>Staff Responsible for Monitoring: ESL Teacher Admin</p> <p>Title I: 2.4</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: ELL students will increase their vocabulary by using resources such as Lexia English, Really Great Reading Countdown, and Reading A-Z to increase word knowledge.</p> <p>Strategy's Expected Result/Impact: ELL students who are struggling with comprehension due to lack of word knowledge will be given interventions to increase their vocabulary.</p> <p>Title I: 2.4</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 8: 40% of our economically disadvantaged students will score meets or above in math.





Evaluation Data Sources: MAP, STAAR, Unit Assessments, CFA's

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Students who are struggling in math will be identified and brought to the MTSS committee for solutions to help them succeed.</p> <p>Strategy's Expected Result/Impact: Students who are not meeting grade level expectations in math will be given interventions to help them be successful.</p> <p>Staff Responsible for Monitoring: MTSS committee Admin Math Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> | Formative | | |
| | Dec | Mar | June |
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| <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 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 9: 35% of our economically disadvantaged students will score meets or above in reading.


Evaluation Data Sources: STAAR data, MAP data, unit assessments

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Students who are struggling in reading will be identified and brought to the MTSS committee for solutions to help them succeed. Strategy's Expected Result/Impact: Students who are not meeting grade level expectations in reading will be given interventions to help them be successful. Staff Responsible for Monitoring: MTSS committee Admin Reading Interventionist</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Students will be provided with field trips and hands-on activities that help to gain experience and vocabulary to assist with background knowledge in reading comprehension. Strategy's Expected Result/Impact: Students will grow their vocabulary and background knowledge. Staff Responsible for Monitoring: Classroom Teachers</p> | Formative | | |
| | Dec | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 10: 100% of incoming Kindergarteners and outgoing 4th graders will be provided transition between schools at the beginning and end of year.

Evaluation Data Sources: Participation in Kindergarten Round Up and 4th Grade tour to Davis Intermediate





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: The entire school will participate in activities designed to introduce students and their families to the new campus; including incoming kinder during Kindergarten Round-up and new families with new family orientation.</p> <p>Strategy's Expected Result/Impact: Students will be familiar with our school and staff before the new school year.</p> <p>Staff Responsible for Monitoring: Admin Kinder Team Staff</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Opportunities will be provided for both students and parents to visit their incoming 5th grade campuses at year's end. This will be in coordination with the intermediate campuses programs for transition.</p> <p>Strategy's Expected Result/Impact: Students in 4th grade will become familiar with the school that they will be attending in 5th grade, which will help with the stress of transition.</p> <p>Staff Responsible for Monitoring: 4th Grade Team Kinder Team Counselor Admin</p> | Formative | | |
| | Dec | Mar | June |
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Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 11: 95% of our 4th graders will show growth from 3rd grade STAAR to 4th grade STAAR.

Evaluation Data Sources: STAAR data, MAP data, unit assessments, growth tracking





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Teachers will utilize MAP data to plan small group lessons.</p> <p>Strategy's Expected Result/Impact: Students will show growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: The campus will have monthly MAP chats to provide information and work time for teachers to analyze MAP data.</p> <p>Strategy's Expected Result/Impact: Students will show growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 3: Student growth will be analyzed after every assessment for growth.</p> <p>Strategy's Expected Result/Impact: Students will show growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | Formative | | |
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Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 12: Increase community and parent involvement by 10% according to the climate survey by inviting parents in the building and encouraging them to participate in campus events.

Evaluation Data Sources: Attendance of Title 1 and PTA-sponsored events, participation of VIP Volunteers





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Collaborate with the community in the areas of service and leadership by participating in can food drive, Wylie Way Christmas, WISD Mentor program, and WEHS PAL program.</p> <p>Strategy's Expected Result/Impact: Students and families will learn the importance of community service and giving back to others in our community.</p> <p>Staff Responsible for Monitoring: Counselor Admin</p> <p>Title I: 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Parentsquare will ensure all information sent to parents will be sent in a language and format they can understand, including parents' right-to-know teacher qualifications, qualified teacher, annual report cards, reports regarding student achievement, parental involvement policy, and school-parent compact.</p> <p>Strategy's Expected Result/Impact: Communication will be given to all parents regardless of home language.</p> <p>Staff Responsible for Monitoring: ESL Coordinator Title 1 Facilitator Admin</p> <p>Title I: 2.6</p> | Formative | | |
| | Dec | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 13: Campus will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and School-Based Activities.

Evaluation Data Sources: Campus Wellness Team, FitnessGram, Participation in School Community Wellness Events, Participation at Wellness Events





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: The Campus/District shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p>Title I: 2.4</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: The Campus/District shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.</p> <p>Staff Responsible for Monitoring: Nutrition</p> <p>Title I: 2.4</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: The Campus/District shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The employees in order to promote enjoyable, life-long physical activity for District employees and students.</p> <p>Staff Responsible for Monitoring: Admin PE Teachers</p> <p>Title I: 2.4</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 4: The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance with district policy.</p> <p>Staff Responsible for Monitoring: District communication</p> <p>Title I: 2.4</p> | Formative | | |
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Goal 3: Encourage involvement in extracurricular activities to enhance character development.

Performance Objective 1: At least 25% of students in grade 2nd - 4th grade will participate in UIL Academic Competitions.





Evaluation Data Sources: UIL rosters

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 1: Students will participate in after school tryouts, practices and district-wide competition. Strategy's Expected Result/Impact: student experience in extracurricular activities; Staff Responsible for Monitoring: campus staff | Formative | | |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Goal 3: Encourage involvement in extracurricular activities to enhance character development.

Performance Objective 2: At least 25% of 4th grade students will participate in Honor Choir.


Evaluation Data Sources: Honor Choir roster

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 1: Students will participate in after school tryouts, practices and district-wide competition. Strategy's Expected Result/Impact: student experience in extracurricular activities; Staff Responsible for Monitoring: Music Teacher | Formative | | |
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Goal 4: Attract, retain, develop, and value a quality staff.

Performance Objective 1: 100% of all staff will be offered and participate in ongoing/embedded professional development for teachers.


Evaluation Data Sources: Participation in curriculum professional development

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Provide training in all areas of compliance. Strategy's Expected Result/Impact: Teachers will be trained on bullying, blood borne pathogens, suicide and child abuse. Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Weekly grade level and campus PLCs to celebrate students, staff and BES community. Strategy's Expected Result/Impact: Survey results;assessment progress; Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
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Goal 4: Attract, retain, develop, and value a quality staff.

Performance Objective 2: 100% of the staff will be provided with ongoing, job embedded professional learning to address instructional needs as identified by analysis of data.





Evaluation Data Sources: Walkthrough data, professional development participation data

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Continued professional learning for writing and scoring student writing (SCR, ECR). Strategy's Expected Result/Impact: Classroom implementation Staff Responsible for Monitoring: Principal, Assistant Principal, Title 1 Math and Reading Instructional Facilitator</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Differentiated Professional Development and/or professional learning focused on: Math, Writing, Reading. Strategy's Expected Result/Impact: Strategies implemented in lessons (walk-throughs and observations) Effective team collaboration in PLCs Staff Responsible for Monitoring: Principal, Assistant Principal, Title 1 Facilitator, Alpha phonics teacher, Learning Specialists, Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Professional learning in the area of BAS and small group reading instruction. Strategy's Expected Result/Impact: MAP, DRA, STAAR scores Staff Responsible for Monitoring: Elementary Curriculum Director, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
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Goal 4: Attract, retain, develop, and value a quality staff.

Performance Objective 3: 100% of teachers recruited and hired will be identified as highly effective teachers.





Evaluation Data Sources: State and Local Assessments

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| Strategy 1: Provide mentoring system for all new teachers. Staff Responsible for Monitoring: Admin | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attend Job Fairs to seek best candidates focusing on increasing diversity of staff. Strategy's Expected Result/Impact: Student -- staff ratios Staff Responsible for Monitoring: District Recruiting Team | Formative | | |
| | Dec | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: Attract, retain, develop, and value a quality staff.





Performance Objective 4: 95% of all walkthrough feedback will be provided within 24 hours to all staff in order to monitor and develop stronger instruction for student success.

Evaluation Data Sources: State and Local Assessments
Walkthrough feedback

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 1: Conduct frequent walkthroughs for staff providing feedback form and follow up conferences. Strategy's Expected Result/Impact: Unit tests formative assessment data Staff Responsible for Monitoring: Principal and Assistant Principal | Formative | | |
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| <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 4: Attract, retain, develop, and value a quality staff.





Performance Objective 5: By the end of the 24-25 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: The campus administration team will audit their LA teachers to determine who is in need of the ESL certification.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Work in Collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> | Formative | | |
| | Dec | Mar | June |
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| <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: Manage growth in a way that provides functional equity, financial responsibility & assurance for all student needs.

Performance Objective 1: 100 % of all classrooms will have access to equitable resources and technology across classrooms to integrate technology into daily/weekly instruction.

Evaluation Data Sources: walkthrough data

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Classrooms in grades 2-4 will have 1:1 chromebooks and K-1 will have a minimum of 6 chromebooks or ipads, document camera, projector, and SmartBoard.</p> <p>Strategy's Expected Result/Impact: Classroom inventory</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers and students have access to a computer lab, chromebooks and ipads for check out in the library and for classroom use.</p> <p>Strategy's Expected Result/Impact: Calendar documenting usage of computer labs</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, Title 1 Math and Reading Facilitator, Librarian and computer teacher</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Campus website has a link for District Academic Links, a bank of educational websites for students and teachers.</p> <p>Strategy's Expected Result/Impact: Use of websites during math and reading stations and daily instruction</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | |
| | Dec | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: Manage growth in a way that provides functional equity, financial responsibility & assurance for all student needs.

Performance Objective 2: 100% of new teachers will receive support and mentoring from veteran staff members.

Evaluation Data Sources: New teacher summative conference, walkthrough data

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Teachers new to the field and to Birmingham will have a campus mentor to increase understanding of campus and district initiatives.</p> <p>Strategy's Expected Result/Impact: Feedback from new teachers</p> <p>Staff Responsible for Monitoring: Principal, Mentor teachers, district personnel</p> <p>ESF Levers: Lever 2: Strategic Staffing</p> | Formative | | |
| | Dec | Mar | June |
| | | | |










Goal 5: Manage growth in a way that provides functional equity, financial responsibility & assurance for all student needs.

Performance Objective 3: 100% of all classes will be maintained at a reasonable size with balanced numbers of students receiving special services to ensure effective instruction and monitoring.





Evaluation Data Sources: PEIMS data

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 1: Include input from previous grade level teachers and special services teachers to create class lists. Strategy's Expected Result/Impact: Class lists Staff Responsible for Monitoring: Principal | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunity for incoming preschoolers to attend campus transition activities including in-district preschoolers and local daycares. Strategy's Expected Result/Impact: Attendance Staff Responsible for Monitoring: Principal and Counselor | Formative | | |
| | Dec | Mar | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1: 100% of all Birmingham students will be provided programs to help prevent students from dropping out.

Evaluation Data Sources: STAAR scores, progress monitoring, MAP Testing, BAS Testing

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Students who are at risk will be given reading interventions such as LLI and Really Great Reading and math interventions such as Bridges and Do the Math. This will help them to get back on track so that they will be performing on grade level.</p> <p>Strategy's Expected Result/Impact: MAP assessments Unit assessment BAS STAAR Tests</p> <p>Staff Responsible for Monitoring: Teachers Admin RTI Committee Title 1 Facilitator ESL Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |


Goal 6: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 2: 100% of students will participate in college week as well as weekly discussions on 'Think College Thursdays' and monthly exposure to careers on Map your Future Monday.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Include Map your Future Monday during Social Studies every Monday.</p> <p>Strategy's Expected Result/Impact: Students will know how to set goals and make plans for their future.</p> <p>Staff Responsible for Monitoring: Teachers Admin Counselor</p> <p>Title I: 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide tutorials for advanced students during Saturday Enrichment School.</p> <p>Strategy's Expected Result/Impact: Masters level performance on state and local assessments.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Students and teachers will participate in Think College Thursday to promote career goals that lead to college. We will also participate in College Week.</p> <p>Strategy's Expected Result/Impact: More students being aware of the varied opportunities they have to attend college in the future.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> | Formative | | |
| | Dec | Mar | June |
| | | | |

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 6: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.





Performance Objective 3: 100% of all students will participate in leadership development, life skills practice, and restorative circle activities.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: All students will learn the importance of goal setting in order to be able to understand factors with which are in their control, how to set priorities, and more clearly define their own strengths and challenges.</p> <p>Strategy's Expected Result/Impact: Students will know how to set goals for themselves.</p> <p>Staff Responsible for Monitoring: Counselor Admin Teachers</p> <p>Title I: 2.4</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Develop leadership opportunities for students including safety patrol, recycling team, garden club and individualized positions for those in most need.</p> <p>Strategy's Expected Result/Impact: Students will know the qualities that a leader needs in order to be successful.</p> <p>Staff Responsible for Monitoring: Counselor Teachers</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Students will participate in Restorative Circles to learn how to handle stress in their lives.</p> <p>Strategy's Expected Result/Impact: Students will be able to handle the stress in their lives in a healthy manner.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1: During the 2024-25 School Year, an armed security guard or School Resource Officer (SRO) will be on campus daily.





Evaluation Data Sources: Weekly Door Checks
 Monitor hallways
 Check exterior and interior doors

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Campus security guard does multiple checks throughout the day to ensure that all exterior and interior doors remain lock.</p> <p>Strategy's Expected Result/Impact: Ensure building safety</p> <p>Staff Responsible for Monitoring: Admin School Security Guard</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Goal 8: Celebrate our excellence.





Performance Objective 1: Celebrate students academic success during nine-weeks awards.

Evaluation Data Sources: Grade level awards

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Grade level 9 weeks awards</p> <p>Staff Responsible for Monitoring: Admin Grade level teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





Goal 8: Celebrate our excellence.

Performance Objective 2: Celebrate students for character awards at campus Town Hall meetings.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Students will receive a Golden Paw award and a golden coin to purchase a book from the vending machine.</p> <p>Strategy's Expected Result/Impact: Reduce campus-wide behavior concerns</p> <p>Staff Responsible for Monitoring: Admin Grade Level teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Goal 8: Celebrate our excellence.

Performance Objective 3: Celebrate staff members in the weekly staff brief, monthly staff members of the month, and legacy leaders at campus Town Hall meetings.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Staff can give each other shout-outs in the weekly staff brief. Admin recognizes teachers as "Leagacy Leaders" for demonstrating an understanding of our campus collective commitments.</p> <p>Strategy's Expected Result/Impact: Positive campus culture</p> <p>Staff Responsible for Monitoring: Admin Grade level teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

State Compensatory

Budget for Birmingham Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Birmingham Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------|------------------|------------|
| Jamie Dunkle | Dyslexia Teacher | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|---------------------------|----------------|------------|
| Adriana Wilson | Reading/ Math Facilitator | Title 1 | 1 |

Campus Funding Summary

| Title I | | | | | |
|------------------------------------|-----------|----------|--------------------------------|-----------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 1 | Fall and Spring Title I Night | 211-61-6398-00-XXX-4-30-000 | \$1,000.00 |
| 2 | 5 | 2 | Teaching Materials | 211-11-6398-00-102-4-30-000 | \$385.00 |
| 2 | 5 | 3 | RAZ Kids | 211-11-6399-00-102-4-30-000 | \$1,401.00 |
| 2 | 5 | 5 | Really Great Reading Countdown | 211-11-6399-00-102-4-30-000 | \$99.00 |
| 2 | 5 | 6 | Supplemental Pay for Teachers | 211-11-6116-00-102-4-30-000 | \$5,000.00 |
| 2 | 5 | 7 | Healthy Snacks | 211-11-6499-00-102-4-30-000 | \$500.00 |
| Sub-Total | | | | | \$8,385.00 |
| Budgeted Fund Source Amount | | | | | \$29,060.00 |
| +/- Difference | | | | | \$20,675.00 |
| Grand Total Budgeted | | | | | \$29,060.00 |
| Grand Total Spent | | | | | \$8,385.00 |
| +/- Difference | | | | | \$20,675.00 |