

Pine Tree Independent School District
Birch Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 12, 2017

Mission Statement

The Pine Tree family champions the relentless pursuit of excellence through a compassionate and safe learning environment empowering all students to develop their unique passions and to make a positive impact in a global society.

Vision

Tradition of Excellence

Value Statement

We believe in:

Lifelong Learning– We are a learning organization, where students are engaged and leaders grow.

Innovation Through Collaboration– We foster a culture of innovation: working together, adapting to change.

Trust and Safety– We provide a trusting and safe environment accountable to the highest standards and most effective tools.

Respect– We respect each other, embracing diversity and global awareness.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Birch Elementary is a 38 year old Title 1 campus serving students in 1st-4th grades. Student enrollment averages 672 students and our population comprises: 224 White students=33.33%; 169 African-American students=25.15%; 230 Hispanic students=34.23%; 8 Asian students= 1.19%; 40 two or more races= 5.95%. There are 328 female students and 344 male students. Out of the 672 students, 429 students are economically disadvantaged=63.84%. Our teacher and staff population is comprised of 78 staff members: 75% White; 11% Hispanic; 8% African-American; 6% Other.

Demographics Strengths

Birch Elementary strives to meet the needs of our diverse population by hiring a balance of experienced staff members with diverse backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Closing the academic achievement gap of our African-American, Hispanic and Economically Disadvantaged students. **Root Cause:** Not enough viable teaching candidates of diversity to represent the demographic population.

Student Achievement

Student Achievement Summary

Student achievement data is reported and disaggregated throughout the year in state accountability reports, district assessment reports, informal and formal program evaluations, and attendance reports. Data mining is facilitated through management systems such as Skyward (student PEIMS information database), DMAC, and various instructional programs such as I-Station.

Ethnicity, gender, socio-economic status, and special programs parameters can all be set using these technology tools in order to make data analysis easier.

Student Achievement Strengths

Birch Elementary met the standard for all required indices in the state's performance index standards on: Student Achievement, Student Progress, Closing Performance Gaps and Post-secondary Readiness.

STEAM (Science, Technology, Engineering, Arts, and Mathematics) projects to challenge our gifted and talented students, as well as enhanced academic opportunities for all students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Closing academic achievement gaps in reading, writing and math for African-American, Hispanic, Economically Disadvantaged and Special Education Students. **Root Cause:** The need for greater structure and strategies for providing support and intervention for our students.

School Culture and Climate

School Culture and Climate Summary

We have established and implemented a mentoring program for new teachers at Birch and the District has established the Anchor Academy for zero-based teachers. We sponsor various activities throughout the school year to foster team building and morale including breakfasts and luncheons to promote collegiality and a positive work experience.

We have made great strides in our quest to represent diversity into the school. Our parent surveys show that we have done a good job providing a safe learning environment for all, but we still continue to work on the caring aspect that is needed to make our students well-rounded successes. Our Sunshine Committee meets monthly to discuss ways to improve the overall climate of the learning community. Reward systems (CHAMPS Celebrations, Accelerated Reader, and Student and Pirate of the Month recognition), review of classroom, hallway and assembly expectations have contributed to fewer discipline referrals and suspension. Administrators, instructional coaches and our counselor work in unison with classroom students, parents and classroom teachers to make sure students can acclimate themselves to an environment that is conducive to learning.

School Culture and Climate Strengths

Birch Elementary staff will continue to collaborate to provide a warm, nurturing environment for our students, staff and parents.

Systems (school resource officers, raptor, surveillance cameras) are in place to provide a safer environment for students and staff. Good rapport between the community and the administration at the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: At the end of the 2016-17 school year, there were many staffing changes. **Root Cause:** A change in leadership occurred in January 2017 and expectations for student and staff achievement were raised, which led to several staff members leaving the campus to pursue other opportunities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Administrators attended job fairs, used social media and word of mouth to recruit quality applicants to Birch Elementary. Although the teacher turnover rate had been fairly high for the past two years, at the end of the 2016-2017 school year, 28 staff members resigned due to the change in leadership and expectation levels for students and staff being raised. Many staff members retired or pursued other opportunities in different fields.

Staff Quality, Recruitment, and Retention Strengths

Birch Elementary makes a concerted effort to retain its highly-qualified and hard-working teachers. We serve student teachers from the University of Texas-Tyler and Letourneau University, which has afforded us the opportunity to hire qualified teachers upon their graduation. Administrators also participate in job fairs to meet prospective staff members. Staff members have also been key to identifying, and recruiting, qualified personnel that may be available.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There were many staffing changes at the end of the 2016-2017 school year. We are looking for qualified bilingual teachers who are well-versed in Spanish and English. This is important as we try to keep our students moving upward in our current dual language model. **Root Cause:** A change in leadership occurred in January 2017 and expectations for student and staff achievement were raised, which led to several staff members leaving the campus to pursue other opportunities. There is also a shortage of certified Bilingual applicants.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Birch Elementary utilizes the TEKS Resource System as the curriculum management portal. Our Bilingual classrooms utilize Gomez and Gomez Dual Language enrichment model to instruct in both Reading and Writing. Students are instructed daily through Writer's Workshop, Reader's Workshop, Guided Reading and Guided Math. STEAM lessons are incorporated into Science instruction daily. Teachers have participated in aligning Math and ELAR strategies during both vertical alignment meetings during the school year and professional learning. Teachers collaborate on a weekly basis with Instructional Coaches, Lead Teachers and Specialists to discuss instructional design, high yield instructional strategies leading to increased student achievement ensuring content, context, and cognition types of the student expectations in the TEKS.

Curriculum, Instruction, and Assessment Strengths

TEKS Resource System provides the scope and sequence, instructional focus documents, and year-at-a glance for our content teachers. Our campus works together as a Professional Learning Community to design resources, common assessments, and instructional delivery lessons.

We have used several data sources (STAAR, TELPAS, Think through Math, I-Station, Report Cards) to monitor student achievement and improvement. Our push-in and pull-out intervention models are being implemented daily with our Tier 2 and Tier 3 students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Increase proficiency in utilizing resources available with depth and rigor. **Root Cause:** Providing in-depth training for all staff members- especially those new to Pine Tree and new to teaching.

Family and Community Involvement

Family and Community Involvement Summary

A new, active Pine Tree PTO Board and several staff members who live in the Pine Tree community prove to be an excellent source of volunteers. Teachers exhibit a welcoming attitude towards all forms of volunteerism. Birch Elementary provides parent educational opportunities such as Curriculum Nights, Family Science Night and History Alive Night. A community partnership with local businesses enhances our working relationship with the community. Our Reading Specialist trains volunteers to mentor struggling readers in all grades for our Literacy Army. Our student council organizes special projects such as: book drives, clothing drives, and holiday toy drives to provide students with service opportunities in our local community.

Family and Community Involvement Strengths

Large volunteer population for our Literacy Army to work with struggling readers. Continue to solicit parent volunteers using mailings, notes sent home, and announcements on the school marquee and School Messenger in English and Spanish.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Provide more culturally diverse programming based on our student and parent population. **Root Cause:** Finding the resources needed to assist our diverse student population.

School Context and Organization

School Context and Organization Summary

Birch Elementary is a campus committed to meeting State, Federal and Local standards. Birch Elementary has a designated leadership team consisting of grade level and lead teachers that meet regularly to discuss these standards. Monthly faculty meetings allow time to explore common topics, provide training, and review CHAMPS expectations. A digital newsletter and GOOGLE Campus Calendar is utilized to allow for communication of upcoming events, decisions, and other important information.

The campus improvement committee meets four times a year to review student academic achievement, the progression of the campus plan, and provide feedback regarding the subsequent year's improvement planning.

CHAMPS and OLWEUS campus teams meet monthly throughout the school year to plan, implement, and evaluate the program.

RTI (Response to Intervention) Teams meet with grade level teachers and interventionists to plan, implement, and evaluate student needs and growth.

School Context and Organization Strengths

Birch Elementary will continue to utilize weekly common planning times for all teachers to review assessment data and plan for instruction using backwards design and the 4 PLC questions. Birch Elementary will implement the pyramid of intervention to focus on student needs. The Response to Intervention (RTI) process has improved over the past two years and more students are being provided targeted Tier 1, 2, and 3 interventions. Interruptions during the school day are held to a minimal level. Communication folders are sent home, daily, to monitor academic and behavioral progress.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Ensuring consistent student progress based on new staff needs. We need additional training that will provide teachers with more interventions to help their students to progress. A higher percentage of teachers who are planning for individual students, as well as for the entire class. **Root Cause:** Several new staff members requiring training and assistance.

Technology

Technology Summary

Birch Elementary has wireless access throughout the building. Each teacher is issued a laptop, iPad, document camera and data projector. There are 2 computer labs with 24 computers per lab. The campus has 1 mini iPad cart for the school year with plans to purchase a second iPad cart. Each classroom is also provided 5 iPads for student use.

Technology Strengths

Teachers and staff members provide regularly scheduled opportunities for technology through their classroom as well as the computer labs. Digital Citizenship, Education Galaxy, iStation and internet safety are additional technology curriculum offered to all student while in the computer labs. There are 2 staff members that assist students in the computer labs.

Problem Statements Identifying Technology Needs

Problem Statement 1: Need updated laptops, added technology and improved access due to additional staff members. Working with Central Administration during budget workshop to allocate additional funding. **Root Cause:** Working with Technology Department to update technology resources over the next 3 years.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 1: All student groups will meet and/or exceed grade level reading goal (85% on grade-level by the end of the year) as well as master 80% of math standards. All student groups will meet and/or exceed the state and regional average percentage passing for each STAAR grade level and subject.

Evaluation Data Source(s) 1: Student Assessment Data

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Teachers will implement Reader's Workshop, Writer's Workshop, Guided Reading, and Math Workshop with fidelity.</p>	2, 4	District CIA Department Principals Teachers Instructional Coaches (2FTE's) Bilingual Teachers (3 FTEs) Bilingual Aides (2 FTEs)	Student numbers will decrease in Tier 2 and Tier 3 intervention. 85% of students will be reading on grade-level by the end of the year. Students will master 80% of math objectives by end of the year (ESPM).			
Funding Sources: 211- Title I Funds - \$115,517.00, 163- Comp Ed Funds - \$137,775.00						

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 2: 100% of students will make at least one year's academic growth.

Evaluation Data Source(s) 2: STAAR Data, State reports, Fountas & Pinnell Benchmark Assessment results, Essential Standard Progress Measures, ISIP reports, Accelerated Reader reports, intervention reports.

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Students will have access to online-based reading tutorial programs to improve their reading comprehension skills. Those resources will include iStation Reading, LLI, and Accelerated Reader. They will also receive interventions through small group instruction during the school day using materials and resources focused on the TEKS/STAAR. Students will be able to earn rewards for their participation and goal achievement on the online programs (e.g. Accelerated Reader).</p>	2, 4, 8, 9	Principals ELAR Instructional Coach Academic Specialist (1 FTE) Elementary ELAR Coordinator Librarian	Increased student reading performance; increased academic achievement as measured on Index 2 of STAAR			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will use formative and summative Running Records to drive instruction and monitor student growth.</p>	2, 8, 9, 10	Principals ELAR Instructional Coach Academic Specialist Elementary ELAR Coordinator	Data reviewed at RTI and Data Meetings will reflect increased student reading performance.			
						

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 3: Birch Elementary will develop systems to foster an inclusive, collaborative culture.

Evaluation Data Source(s) 3: Climate survey

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Teachers will identify and use strategies and resources that provide opportunities for students to practice resolution strategies through OLWEUS and CHAMPS.</p>	2	Teachers Principals Instructional Coaches	Improved student relationships, less discipline referrals, more inclusive classrooms. Improved culture and climate; increased instructional time. Reduction of discipline referrals.			
Funding Sources: 199 - General Funds - \$0.00, 211- Title I Funds - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Collaborative planning meetings, data meetings, and RtI meetings will be regularly scheduled throughout the school year.</p>	2, 8, 9, 10	Principals Instructional Coaches Academic Specialist	100% of walk-throughs will reflect best practices decided on in collaborative planning meetings and use of data.			
Funding Sources: 199 - General Funds - \$0.00, 211- Title I Funds - \$0.00						
						

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 4: Increase STEAM, science, technology, engineering, arts, and mathematics opportunities for all students in all grades.

Evaluation Data Source(s) 4: Increased enrollment/participation in robotics; integration of computer coding during STEAM or Engineering/Science hour.

Summative Evaluation 4:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) STEAM time scheduled and planned daily.</p>	1, 2, 3, 6	Principals Teachers Instructional Coaches	STEAM lesson plans are included in teacher lesson plans as well as documented in classroom walk-throughs.			
Funding Sources: 199 - General Funds - \$0.00, 211- Title I Funds - \$0.00						
						

Goal 2: Birch Elementary will maximize learning through the use of advanced resources and digital literacy.

Performance Objective 1: Improve technology knowledge and skills for all Birch Elementary staff to increase technology integration into instructional practices.

Evaluation Data Source(s) 1: Regular instructional design and delivery integrated with technology

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Weekly technology instruction integrated into out-class schedule; classroom iPads used daily with math and reading applications.</p>	1, 2, 8, 9	Instructional Coaches Academic Specialist Teachers Principals	Increased usage and student achievement noted through applications.			
Funding Sources: 199 - General Funds - \$0.00, 211- Title I Funds - \$0.00						
						

Goal 3: Birch Elementary will boldly support the social and emotional needs of all students.

Performance Objective 1: Develop and implement structures and practices to better meet the social/emotional learning needs of all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) CHAMPS program will be implemented across campus as our behavior management plan. OLWEUS strategies will be implemented with students to restore relationships and build rapport.</p>	2, 4, 10	Teachers Instructional Coaches Academic Specialist Principals Redirect Staff Paraprofessionals	Improved culture and climate; increased instructional time. Reduction of discipline referrals.			
Funding Sources: 199 - General Funds - \$0.00, 211- Title I Funds - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Use Redirect Program to teach students appropriate interpersonal skills and coping strategies.</p>	1, 2, 9	Redirect Staff Behavior Interventionist Teachers	Tier 2 and Tier 3 students will increase their in-class instructional time.			
Funding Sources: 199 - General Funds - \$0.00, 211- Title I Funds - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>3) Use of district Parent Liaison to strengthen home/school relationships.</p>	1, 2, 6, 7	Principals Assistant Superintendent of Human Resources Parent Liaison	Parent survey will reflect positive engagement.			
Funding Sources: 199 - General Funds - \$0.00, 211- Title I Funds - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>4) Teachers, parents and students will participate in Red Ribbon Week which promotes drug prevention/awareness.</p> <p>Students , parents and teachers will participate in bully prevention activities and discuss topics such as bullying to our student body.</p>	1, 6	Teachers Counselor Principals	Improved student participation Improved community involvement			
Funding Sources: 211- Title I Funds - \$0.00						
						

Goal 4: Birch Elementary will ensure student leadership is an integral part of our learning culture.

Performance Objective 1: Improve K-12 student leadership skills.

Evaluation Data Source(s) 1: Leadership curriculum; Leadership classes

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Increased opportunities for student leadership through participation in Student Council, After School Clubs, Community Outreach programs in the school.</p>	2, 6, 10	Principals Club Sponsors Teachers Paraprofessionals	Improved school climate; improved student leadership; increased parental and community involvement.			
Funding Sources: 199 - General Funds - \$0.00, 211- Title I Funds - \$0.00						
						

Goal 5: Birch Elementary will recruit, develop, support, and retain the highest quality staff.

Performance Objective 1: In an effort to reduce the teacher turnover rate, Birch Elementary will implement systems to support, recruit, and retain high quality staff. Birch Elementary will strengthen the relationships among all staff members.

Evaluation Data Source(s) 1: Reduced teacher turnover rate; Birch Elementary will strengthen the relationships among all staff members. Develop annual school community and family celebrations; Promote a culture of "All In" campus-wide.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Implement a mentoring program for new teachers at Birch. Sponsor various activities throughout the school year to foster team building and morale including breakfasts and luncheons to promote collegiality and a positive work experience.</p>	1, 2, 5	All Birch Elementary Staff	Improved teacher retention rate.			
<p>Funding Sources: 199 - General Funds - \$0.00, 211- Title I Funds - \$0.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$115,517.00
1	2	1			\$52,045.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00

4	1	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$167,562.00
163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$137,775.00
1	2	1	Dyslexia Supplies		\$75.00
Sub-Total					\$137,850.00
Grand Total					\$305,412.00