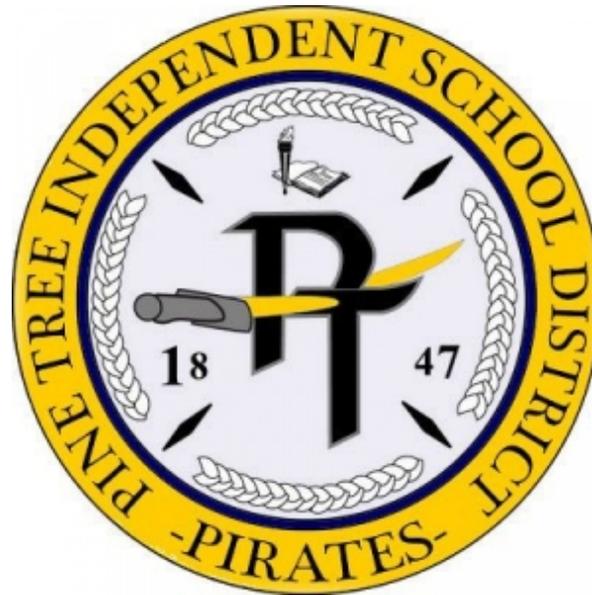


Pine Tree Independent School District

Birch Elementary

2021-2022 Improvement Plan



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Birch Elementary is a grades 1-4 campus with a current enrollment of 664 students, down 4 from the 2019-2020 enrollment of 668 students. Birch consists of 67.8% economically disadvantaged students. Birch demographics are 22.9% AA, 37% Hispanic, 31.8% White, 1% Asian, and 7% multiple races; 49.8% of students are labeled At Risk, 19.4% ELs, 4.4% Dyslexic, and 29 students were labeled GT all under the 2019-2020 TAPR report.

Students categorized At Risk met one or multiple of the following reasons- Previously Retained, LEP, Unsatisfactory performance on an assessment instrument, or Referred to/in the custody of Dept. of Protective and Regulatory Services.

Staff demographics are: 6.4% AA, 4.3% Hispanic, and 89.4%, White with 6.4% Male and 93.6% Female.

According to the 2019-2020 TAPR the average teacher to student ratio is 14.4 to 1.

Demographics Strengths

Our demographics across student populations has remained almost the same.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Closing the Academic Achievement gap at the Meets and Masters levels of AA Students in grades 3 and 4. **Root Cause:** Insufficient knowledge base among teacher for relating to and educating African American students.

Problem Statement 2 (Prioritized): Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education, Dyslexia, and EB students. **Root Cause:** Lack of differentiation in the classrooms for academic interventions and a lack of belief that all students can learn at high levels.

Student Achievement

Student Achievement Summary

Results on reading performance assessments are up in both 3rd and 4th grade levels. Since 2018 3rd grade reading has increased from 56% to 81% at the approaches level with 4th grade increasing from 68% to 77%. Both grade levels have also increased in the meets and masters categories, while the state averages have decreased in these areas from 2018 to current. 3rd grade math results are up from 68% in 2018 to 77% in 2021. 4th grade experienced a decrease in the approaches levels from 82% in 2018 to 76% in 2021. Academic gaps are still visible in data for the AA population in all three reporting levels.

Student Achievement Strengths

Student achievement has increased drastically in a short amount of time with current practices in place. Gaps are closing among target groups at a slow rate.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The potential of regression in reading scores due to the testing of embedded writing questions which has been our weakest area of instruction and scores. **Root Cause:** The state update to the format of the STAAR test in 2022.

Problem Statement 2 (Prioritized): Less growth in student academic achievement in 3rd and 4th Math STAAR scores **Root Cause:** Students exhibit weak foundational skills.

School Culture and Climate

School Culture and Climate Summary

Students describe Birch Elementary as a family atmosphere. They consistently report it is fun, supportive, exciting, and a safe environment for learning and growing.

Students and staff both feel this way. They feel supported, loved, and appreciated. Students and staff feel comfortable and are able to be creative in their teaching. They want to keep improving and making it better but love working at Birch Elementary.

Behavior referrals are down and student achievement is up. The family atmosphere and celebrations of growth makes students and staff want to achieve at their highest levels.

Teachers have visual goals as well as high expectations of hard work and respect that are ingrained into students. Students are aware of their goals and work hard to achieve these goals. One example of how students perceive these expectations was our UIL practice with the calendars and having signatures on them from students practicing and doing hard work.

School Culture and Climate Strengths

A family atmosphere and a culture of high expectations has lead to increased student achievement and teacher retention. We believe that all students have the ability to grow and improve academically, and we celebrate these accomplishments in many ways throughout the year. We just opened our Big Blue slide that will be used as a fun and very visible way to commemorate student achievements both big and small. We also celebrate students with Awards Assemblies each nine weeks, Good News Calls home each day, Golden tickets for reading and academic vocabulary, and Pirate Pride winners for students exhibiting the traits in their classrooms that define hardwork and respect.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): A lack of collaboration between grade levels, teachers, and students. **Root Cause:** A lack of focus on cross campus relationship building involving academics needs of students on our campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Significant gains in reading overall- in last 2 years avg of 20% with comparable gains in math exhibiting an increase in teacher effectiveness.

Observation and evaluation data is used to

- Incorporate opportunities for growth in conversations
- Use observations and evaluations to grow teachers and set goals
- Periodic goal setting for student and teacher growth

Staff attendance and retention rate has been affected in the following:

- In comparison to other campuses and districts- our teachers show up and work hard
- In July 2018, Birch Elementary had 9 available positions, in April 2020 all positions are filled for the 2019-2020 school year
- In 2019 we had 2 people that left to go to another teaching assignment- 2020 no people have left to go another place to teach

For interventions: Birch has an experienced person with intervention, great teachers with bilingual/ESL student population- we added 2 new special ed teachers that are highly qualified, a full time diagnostician, and 2 full time special education aides to help serve the student's needs

Anchor Academy- paired with mentors from the Leadership 3 academy and is a support system provided for new teachers.

Continuous growth of teachers is supported and advocated through:

- DMAC meetings provide opportunities for personal growth
- RtI and providing supports for students ongoing throughout the year
- Instructional Coaches for 1/2 and 3/4 teachers

Professional development provided:

- Online PD opportunities based on need
- Reaching from poverty in need through Capturing Kids' Hearts training and utilizing resources such as the parent liason
- Continuous request for staff to participate or suggest professional development opportunities

Staff Quality, Recruitment, and Retention Strengths

Recruitment is provided by word of mouth and the lure of a productive Facebook page which is transparent as to what our campus culture and school embodies- positivity and building relationships with all stakeholders. Retention is up from 28 open positions three years ago to 4 that have been rapidly filled as of May 2020. No teachers have left the campus to pursue another position with a different district due to being dissatisfied with the campus or work environment. Pride in their school causes teachers to want to continue to work at Birch and as of May no employees eligible for retirement have chosen to do so.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Quality instruction is to be provided within all classrooms and all students will participate in it- Continuing over to special programs. **Root Cause:** Growth mindset has not previously be the expected norm in relation to all students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus uses data through CBA's ITBS, STAAR, MAPS, and Istation to determine curriculum and instruction to improve achievement.

DMAC meetings are held after each CBA to collaborate with staff for ways to improve based off their data. Also the use of teacher and student I Can statements before and after testing to reach goals.

Instructional materials used in classrooms include the Fountas & Pinnell curriculum, Saxon Phonics, Think It Up, Go Math, and Pearson. They are up to date and these were our new adoption.

Assessment instruments include 5 yearly CBA's and DMAC to store the data and then a DMAC meeting after each assessment to determine strengths and weaknesses of the assessment questions and feedback of students. ITBS, MAPS, and Istation are also used as assessment instruments to help determine where students are and where they need to be.

Assessment results are used after each assessment to determine which standards students struggled with, which questions did the students do well on, and which ones did they struggle with and why. This data is also used to determine which students need RTI and to ensure the levels of RtI are appropriate.

Instructional technology is available with the use of classroom computers and iPads in all rooms. Teachers integrate these into teaching with stations, reviews, and practice.

Instruction and assessment are aligned by both elementary campuses using the same assessments and pacing calendars for instruction.

Curriculum, Instruction, and Assessment Strengths

Collaboration, frequent use of data and feedback, and a focus on student growth has led to an increase in student achievement particularly in reading with a 20% increase from two years ago.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Increase proficiency in utilizing resources available with depth and rigor. **Root Cause:** Providing in-depth training for all staff members to increase the effectiveness of classroom instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

At Birch there are many opportunities that involve the parents and other community members. To list a few – Parent lunches, Watch Dog programs, Student recognition events, Community cook outs, High school students interacting with these students, Musical Presentations as well as Literacy campaigns.

Outside stakeholders note that Birch does "an excellent job of pouring into the community and welcoming parents onto their campus."

Some additional activities noted hosted by Birch are:Popsicles with the principals, Grandparent's breakfast, PTA,Literacy Army,Publishing Parties for 1st and 2nd, Genius Hour, Awards Assemblies, UIL, Fall Festival, Storybook Parade, Fall Family Night, Veteran’s Day Program, music programs, and STAAR pep rally.

Parents, business partners, and community members are invited to participate and start Genius Hour clubs, join the PTA, and have representatives on the campus planning committee.

Communications are shared through notes, email, phone calls, and other electronic means weekly if not daily. Translations are available of notes and communications in English as well as in Spanish.

Building relationships is key to Birch First, so we are continually committed to discussing how we can get better at including, welcoming, and sharing our students. After each event, we meet and debrief to discuss how this can be better for all stakeholders.

Birch maintains Title I compliance by hosting:

- Fall Family Night, curriculum night across grade levels and campuses(3rd through 6th), parent/teacher conferences--Conferences, STAAR Pep Rally, and Fall Festival

Parent and Community Engagement Strengths

Parents and community members feel welcomed by the campus staff and students. Daily open lunches, grand lunch events, book fairs, Genius Hours, Awards Assemblies, and many other events are in place to ensure engagement with all stakeholders. New ideas are implemented constantly to engage and involve all.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Limited parent and community involvement in campus decision making. **Root Cause:** Insufficient familial support systems and resources.

School Context and Organization

School Context and Organization Summary

Birch is a campus that strives to meet the needs of a diverse student population through building relationships and encouraging growth.

The primary goals of Birch are:

Birch Vision: Changing the world one child at a time. Mission: Build relationships and inspire growth. Core Values: Every student will feel loved, safe, and valued. Every staff member will feel valued, supported, and respected.

To meet the needs of students served by special programs:

- Bilingual paras have flexible schedules to help meet the needs of LEP students and provide ESL/Bilingual interventions.
- SpEd paras and teachers arrange and re-arrange their schedules to best meet student's need- including adding minutes of service when necessary.

Flexibility to meet student need persists through all intervention programs.

Teachers assist with developing student assessments by:

- Lead teachers meet with ICs to collaborate for assessment writing
- Teachers feedback is requested following all assessments

Other stakeholders are involved in campus decision-making through PTA, staff meetings, and site based meetings.

Birch has a safe, orderly environment that has:

- Building and hall procedures are known, expected, and reinforced by teachers and staff at all times
- Drill and safety procedures are posted throughout the building
- Drills are practiced to ensure safety in cases of an emergency

As well as disciplinary procedures and processes that are strictly adhered to: Students that misbehave have a variety of consequences depending on the offense with the minimum consequence being a detention. Parents are always contacted and included in the communication.

School Context and Organization Strengths

Birch has a strength in a strong discipline system beginning with firm expectations that create a safe environment for students and staff. A unified campus

environment based on building relationships ensures that all student needs are met.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Ensuring the ability to enrich, extend, and intervene in student learning with an increase in teacher expertise. **Root Cause:** Staff members need access to more resources and training to extend instructional practices.

Technology

Technology Summary

Birch is a campus that is building and revamping instructional technology:

- We are currently supplying ipads for all 1/2 students and Chrome books for every student in grades 3/4.
- All instructional materials have online digital components for students.
- Training on use of Google Classroom- all teachers have access but are uncertain how to utilize to their specific grade level and subject.
- Many instructional tools are available- (Read Naturally, Reflex Math, Education Galaxy, etc)
- Clevertouches are replacing projectors as they go out in classrooms

Technology Strengths

The availability of technology is increasing each year. Technology for interventions has been highly effective and utilized daily.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Need to increase the ability of staff members to interact fluidly and comfortably **Root Cause:** Not enough technology training on the programs and devices that are available on the campus.

Priority Problem Statements

Problem Statement 1: Closing the academic achievement gap of our students involved in special programs with emphasis on Special Education, Dyslexia, and EB students.

Root Cause 1: Lack of differentiation in the classrooms for academic interventions and a lack of belief that all students can learn at high levels.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Closing the Academic Achievement gap at the Meets and Masters levels of AA Students in grades 3 and 4.

Root Cause 2: Insufficient knowledge base among teacher for relating to and educating African American students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The potential of regression in reading scores due to the testing of embedded writing questions which has been our weakest area of instruction and scores.

Root Cause 3: The state update to the format of the STAAR test in 2022.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Less growth in student academic achievement in 3rd and 4th Math STAAR scores

Root Cause 4: Students exhibit weak foundational skills.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: A lack of collaboration between grade levels, teachers, and students.

Root Cause 5: A lack of focus on cross campus relationship building involving academics needs of students on our campus.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Quality instruction is to be provided within all classrooms and all students will participate in it- Continuing over to special programs.

Root Cause 6: Growth mindset has not previously be the expected norm in relation to all students

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Increase proficiency in utilizing resources available with depth and rigor.

Root Cause 7: Providing in-depth training for all staff members to increase the effectiveness of classroom instruction.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Limited parent and community involvement in campus decision making.

Root Cause 8: Insufficient familial support systems and resources.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Ensuring the ability to enrich, extend, and intervene in student learning with an increase in teacher expertise.

Root Cause 9: Staff members need access to more resources and training to extend instructional practices.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: Need to increase the ability of staff members to interact fluidly and comfortably

Root Cause 10: Not enough technology training on the programs and devices that are available on the campus.

Problem Statement 10 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: October 18, 2021

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of growth mindset where all students are expected to experience academic successes.

Performance Objective 1: All student groups will meet and/or exceed the state and regional average by 5% for approaches/meets/masters on each STAAR grade level and subject.

Evaluation Data Sources: Student Assessment Data

Strategy 1 Details

Strategy 1: Teachers will utilize a balanced literacy based curriculum. Teachers will utilize print and digital math, science, and RLA resources such as Fast ForWord, Benchmark eBooks to engage students through the development of critical thinking.

Strategy's Expected Result/Impact: Student numbers will decrease in Tier 2 and Tier 3 intervention through meaningful data analysis driving instructional practices.

Staff Responsible for Monitoring: Executive Director, Quality of Education, Principals, teachers, Instructional Coaches, (2 FTEs) Bilingual teachers (3 FTEs), Bilingual aides (2 FTEs), Instructional Intervention Aides (3 FTEs), Academic Specialist (1 FTE)

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Instructional Aides/Bilingual/ESL Teachers and Aides - 163- Comp Ed Funds - \$143,253, Instructional Coaches/Academic Specialist/Aide - 211- Title I Funds - \$212,855

Strategy 2 Details

Strategy 2: Utilization of CEER Academy, GT pull-out program, RtI, dyslexia MTA program, ESL interventions, resource and inclusion, the academic programs, including enrichment and accelerated learning will be strengthened to ensure a well-rounded education for special populations, such as gifted and talented, special education, dyslexia, ECD, and ELs.

Strategy's Expected Result/Impact: Improved STAAR, CBA data

Staff Responsible for Monitoring: Principal, Teachers, Instructional Coaches, SE teachers, Academic Specialist, dyslexia teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: Reading Supplies - 163- Comp Ed Funds - \$7,507

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of growth mindset where all students are expected to experience academic successes.

Performance Objective 2: 100% of students will make at least one year's academic growth utilizing assessment data. Specifically, the African American students in Academic Achievement for reading and math and Student Success (Domain 1 Score) will make improvement on STAAR.

Evaluation Data Sources: Fountas & Pinnell Benchmark Assessment results, ITBS testing, ISIP reports, Accelerated Reader reports, intervention reports, MAP Assessment

Strategy 1 Details
<p>Strategy 1: Students will have access to online-based reading tutorial programs and resources to improve their reading comprehension skills. Those resources will include: iStation Reading, LLI, Renaissance Learning, Education Galaxy, Benchmark eBooks, and Fast Forward. 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> <p>Strategy's Expected Result/Impact: Increased student reading performance; increased academic achievement as measured on Index 2 of STAAR.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Academic Specialists, Executive Director, Quality of Education, librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Istation - 282 ESSER III - \$15,900, Reading A-Z - 163- Comp Ed Funds - \$7,448, Benchmark eBooks - 282 ESSER III - \$3,500, Scientific Learning - Fast ForWord - 282 ESSER III - \$35,100</p>
Strategy 2 Details
<p>Strategy 2: Teachers will use formative and summative running records and CBA, and MAP data to drive instruction and monitor student growth. Frequent RtI meetings will be held to discuss all student data and progress.</p> <p>Strategy's Expected Result/Impact: Data reviewed at RtI and data meetings will reflect increased student reading performance.</p> <p>Staff Responsible for Monitoring: Principals, instructional coaches, Academic Specialist, Executive Director, Quality of Education, counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: MAP - 163- Comp Ed Funds - \$7,569</p>
Strategy 3 Details
<p>Strategy 3: Data driven DMAC meetings will be held approximately once every six weeks following assessments. Students track their own growth and performance. Teachers and administrators use the assessment data to inform future instructional decisions.</p> <p>Strategy's Expected Result/Impact: Student growth and ownership by all stakeholders.</p> <p>Staff Responsible for Monitoring: Principals, Lead Principal (.50 FTE) Instructional coaches general education teachers, special education teachers, Academic specialist, Executive Director, Quality of Education, Dyslexia teacher, Special Education resource/inclusion aides (2 FTEs)</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Resource/Inclusion Aide - 224- IDEA B- SPED - \$50,472, Lead Principal - 255- Title II Funds - \$59,450</p>

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of growth mindset where all students are expected to experience academic successes.

Performance Objective 3: Birch Elementary will implement systems and strategies to support Emerging Bilingual (EB) students.

Evaluation Data Sources: TELPAS, Teacher Certification Data, Classroom Observations

Strategy 1 Details
<p>Strategy 1: All core content area teachers who serve English Learners will be ESL certified by the end of the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Compliance with TEA guidelines.</p> <p>Staff Responsible for Monitoring: Campus admin, Coordinator of Special Programs (1 FTE)</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: Teachers will use language acquisition strategies based on ELPS and progress monitor individual student goals for all language domains.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores and increase in percentage of students eligible to exit ESL/Bilingual programs.</p> <p>Staff Responsible for Monitoring: Campus admin, Coordinator of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>

Goal 1: Birch Elementary will create a customized learning environment that ensures a culture of growth mindset where all students are expected to experience academic successes.

Performance Objective 4: Provide opportunities for College and Career Readiness.

Targeted or ESF High Priority

Evaluation Data Sources: Reduced drop-out, increased enrollment in AP, Dual Credit, and STEM related CTE courses.

Strategy 1 Details
<p>Strategy 1: Implement CEER Academy at each grade level to prepare for post-secondary readiness and provide extension learning activities.</p> <p>Strategy's Expected Result/Impact: Growth in in robotics and CEER Academy</p> <p>Staff Responsible for Monitoring: Principals, APs, CEER teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>

Goal 2: Birch Elementary will maximize learning through the use of new technology provided to teachers.

Performance Objective 1: Increase the integration of technology in instructional practices.

Evaluation Data Sources: Regular instructional design and delivery integrated with technology.

Strategy 1 Details
<p>Strategy 1: The campus teachers will utilize iPad and Chromebook applications to enhance their instruction. Programs such as iStation, Reflex Math, Google classroom, Mentoring Minds, and Education Galaxy, and additional electronic resources will be utilized in weekly interventions and enrichment through time in both the classroom and computer labs.</p> <p>Strategy's Expected Result/Impact: Increased usage and student achievement noted through the applications.</p> <p>Staff Responsible for Monitoring: Instructional coaches, Academic Specialist , Teachers, Principals, Computer lab aide</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>
Strategy 2 Details
<p>Strategy 2: Instructional aides for interventions will use technology daily for Tier 2 and Tier 3 reading and math interventions for eligible students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Instructional aides for intervention, Bilingual aides, Academic Specialist, Instructional Coaches, Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>

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

Performance Objective 1: Teachers and students will participate in two daily periods called Engage and Launch that will encourage positive communications and build a sense of family in their homerooms and across campus.

Evaluation Data Sources: Monitoring of daily implementation of Engage and Launch periods.

Strategy 1 Details
<p>Strategy 1: Capturing Kids' Hearts is the foundation of Engage and Launch. All campus staff members were provided the opportunity to experience the full two day training prior to the beginning of the 2020-2021 academic year. The campus will support the implementation of its use through on-going supports provided to staff members (refreshers, coaching, etc).</p> <p>Strategy's Expected Result/Impact: Improve campus culture and climate, increased instructional time. Reduction of discipline referrals.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Instructional Coaches, Academic Specialist , support staff, Bilingual Teachers, Dyslexia</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>
Strategy 2 Details
<p>Strategy 2: Teachers, parents, and students will participate in Red Ribbon week which promotes drug prevention/awareness. Students, parents, and teachers will participate in bully prevention and cyber security activities.</p> <p>Strategy's Expected Result/Impact: Improved student participation. Improved community involvement.</p> <p>Staff Responsible for Monitoring: All Staff, counselor, principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>
Strategy 3 Details
<p>Strategy 3: Focus on all students' attendance throughout the school year through educating parents on the importance of daily attendance through attendance incentives and celebrations. Increase parental communication concerning attendance.</p> <p>Strategy's Expected Result/Impact: Increase in daily attendance for all students, increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principals, APs, teachers, Registrar/PEIMS</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p>

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

Performance Objective 2: Teachers and students will generate classroom social contracts as outlined through Capturing Kids' Hearts training and utilize throughout the year to build socially responsible relationships with one another.

Evaluation Data Sources: Implementation and daily use of classroom contracts with follow up during any behavioral office visits.

Strategy 1 Details
<p>Strategy 1: Teacher and student generated social contracts will be utilized with disciplinary incidents in the school's discipline office to help reinforce accountability and the meaning of the social contract. Through Capturing Kids' Hearts, violence prevention and intervention will be addressed.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals for repeat offenses. Increased student accountability for their actions.</p> <p>Staff Responsible for Monitoring: Principals, AP, teachers</p> <p>Title I Schoolwide Elements: 2.6</p>

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

Performance Objective 3: Build relationships and create opportunities to increase positive student behaviors through social skills instruction.

Evaluation Data Sources: Monthly meetings documented between counselor and classes.

Strategy 1 Details
<p>Strategy 1: Each student will participate in character education classes provided through the school counselor. Strategy's Expected Result/Impact: Increased student awareness of social issues. Staff Responsible for Monitoring: Counselor, principals Title I Schoolwide Elements: 2.6</p>
Strategy 2 Details
<p>Strategy 2: LEA counselors developed a local system to support the social and emotional well-being of students PK-12 to support PTISD students based on their needs. Strategy's Expected Result/Impact: Reduced discipline referrals and understanding and utilization of coping skills. Staff Responsible for Monitoring: Principal, Counselor, Lead Counselor</p>
Strategy 3 Details
<p>Strategy 3: Transitioning assistance to Kindergarten students into the philosophy of Birch First Family Strategy's Expected Result/Impact: Build relationships and provide social and emotional security and support Staff Responsible for Monitoring: Principals, teachers Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>

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

Performance Objective 4: Students will participate in physical fitness and well-being activities throughout the day.

Evaluation Data Sources: Fitness Gram Data

Strategy 1 Details
<p>Strategy 1: Utilize Fitness Gram, Go Noodle, PE classes, and recess to promote physical fitness and well being.</p> <p>Strategy's Expected Result/Impact: Fitness Gram data</p> <p>Staff Responsible for Monitoring: Principals, teachers, PE teachers</p>

Goal 4: Birch Elementary will increase parent and community involvement in campus decision making and events.

Performance Objective 1: Increase parent and family engagement in all aspects of campus activities.

Evaluation Data Sources: PTA meeting data, Title 1 Meetings, agendas, sign-in sheets

Strategy 1 Details
<p>Strategy 1: Campus PTA will be involved in assisting, planning special events, and making decisions about meeting campus needs through fundraising. Strategy's Expected Result/Impact: Increased involvement and funds available for campus needs. Staff Responsible for Monitoring: Principals</p>
Strategy 2 Details
<p>Strategy 2: Genius Hour, Campus site-based committee membership and the annual Fall Festival, as well as other events to be determined will encourage community members to be active participants at Birch. Strategy's Expected Result/Impact: Increased community involvement. Staff Responsible for Monitoring: Principals, Instructional Coaches, teachers Title I Schoolwide Elements: 3.1</p>
Strategy 3 Details
<p>Strategy 3: Development, distribution, and revision of Campus Parent and Family Engagement Plan and School Compact through the SBDM process involving all stakeholders. Strategy's Expected Result/Impact: Increased parental involvement and awareness, increased student attendance and academic achievement Staff Responsible for Monitoring: Principals, AP, Parent Liaison (.33 FTE), Coordinator of Special Programs Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Liaison Salary & Benefits - 211- Title I Funds - \$16,335</p>
Strategy 4 Details
<p>Strategy 4: Use of district Parent Liaison to strengthen home/school relationships. In addition, home and school relationships will be improved through Title 1 annual parent meeting, Meet the Teacher night, Grandparent celebration, Fall Festival, the use of See Saw, and other events throughout the year. Strategy's Expected Result/Impact: parent survey will reflect positive engagement Staff Responsible for Monitoring: Principal, Parent Liaison Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>

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

Performance Objective 1: Increase qualified applicant pool for Birch Elementary.

Evaluation Data Sources: Social media posts, job pool increase evident.

Strategy 1 Details
Strategy 1: Social media and campus outreach activities actively promote a positive working environment to interested candidates. Strategy's Expected Result/Impact: Increased applicant pool resulting in increased student achievement. Staff Responsible for Monitoring: Principals, Lead Principal, Behavior Intervention Aide
Strategy 2 Details
Strategy 2: In house professional development in new curricular resources, technology, instructional practices, and classroom management is readily available. Staff Responsible for Monitoring: Principals, Executive Director Quality of Education, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.6
Strategy 3 Details
Strategy 3: Zero-based and less experienced teachers are provided with on campus mentors through the Anchor Academy and Leadership 3 programs. Staff Responsible for Monitoring: Principals, Executive Director, Quality of Education

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

Performance Objective 2: Provide support and training for teachers to ensure ESL and GT certifications are obtained.

Evaluation Data Sources: Increase in the number of ESL and GT certified teachers from previous year.

Strategy 1 Details
<p>Strategy 1: GT and ESL certification courses recommended through Region 7 Service Center, utilization of 240 tutoring; district reimbursement for ESL certifications upon completion.</p> <p>Strategy's Expected Result/Impact: Increase in number of teachers who are GT and/or ESL certified.</p> <p>Staff Responsible for Monitoring: Principals, Executive Director, Quality of Education, Coordinator of Special Programs</p>