

Birdville Independent School District

Academy at C. F. Thomas

2022-2023 Formative Review

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Academy at Carrie Frances Thomas empowers learners to become responsible citizens and use their passions to reach goals and maximize their potential.

Vision

We expect all student to grow academically, socially, behaviorally and become more culturally aware as they receive high-quality instruction from all teachers and staff members; success for all no matter what it takes!

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Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in math literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd grade will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in math.

b) All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.

HB3 Goal

Evaluation Data Sources: Campus Common Assessments, CBAs, ST Math, Education Galaxy, Numeracy Assessment, CLI Engage--Circle (prekindergarten), math TEA Interims

Strategy 1 Details		Reviews			
Strategy 1: All students will show growth and demonstrate increase at the meets and masters performance levels. All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.		Formative			Summative
		Nov	Jan	Mar	June

Actions: A) Utilize Math interventionist and Title I Tutors for all Tier 3 students and some Tier 2 students; utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning

B) Utilize the UPSCheck process with fidelity across all grade levels

C) Building strong number sense through the visualization of numbers and number talks

D) Utilize Math Workshop model in all grade levels

E) Use Go Math as a resource

F) Utilize Academic Coach for training and working with teachers in the classroom

G) Utilize Education Galaxy and/or STMath campus-wide and encourage use outside of school day

H) Integrate technology into all content areas to assist with the successful implementation of Tier I priorities and to enhance learning of all students

I) Provide training to teachers to deliver strategies to increase student math performance at all levels through Faculty Meetings, PLC meetings, and use of Academic Coach

J) All students will need to score a 70% or above on CFA to increase their achievement to be able to obtain meets or masters levels

Staff Responsible for Monitoring: Teachers

Administrators

Academic Coaches

Math Interventionist

ESSER Tutors

Title I Tutors

Title I:

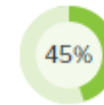
2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 2

Funding Sources: ESSER Tutors - ESSER - \$32,184, Title I Tutors - 211 - Title I - \$25,000, Academic Coaches - 199 - General Funds: SCE, Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - 211 - Title I - \$5,695





No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

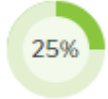

Performance Objective 2: All students will make at least one year's growth in reading literacy and writing between the beginning and end of year.

a) In addition, all students in grade prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and language arts.

b) All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.

HB3 Goal

Evaluation Data Sources: Fountas and Pinnell Benchmark Assessment System, Running Records, Campus Common Assessments, CBAs, CLI--Engage--prekindergarten, iStation, reading TEA interims, mClass data (K-2), CLI Engage--CIRCLE assessments (prekindergarten), TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Implement Guided Reading with fidelity in every classroom through the Reading Workshop Model. Implement Fountas & Pinnell and Benchmark resources in every K-5 classroom with fidelity. Actions: A) Conduct mini lesson that incorporate the signposts during instruction. B) Utilize Fountas and Pinnell/Benchmark for shared reading/interactive read alouds and guided reading in all K-5 classrooms; and utilize Fountas and Pinnell/Benchmark Phonics/Syllables Word Study K-5. Prekindergarten will use the CIRCLE curriculum to develop basic literacy and writing skills. C) Utilize Comprehension tool kit in the classrooms. D) Utilize Leveled Literacy intervention kits for Tier II and III students. E) Follow district framework for reading workshop. F) Monitor progress using mClass, IStation, running records, CFA, etc. G) Use campus resources such as The Reading Strategies Book, That Workshop Book, The Reading Continuum, The Next Step Forward in Guided Reading, etc. H) Assess student progress BOY (if necessary), MOY and EOY in Reading using the Fountas and Pinnell BAS K-5. I) Utilize Academic Coaches for training, modeling lessons, planning, etc. J) Integrate technology into all content areas to assist with the successful implementation of Tier I priorities and to	Formative			Summative
	Nov	Jan	Mar	June
				

enhance learning of all students.

K) Hold a Literacy Night and World Read Aloud Day.

L) Provide rigorous literacy instruction using district and campus resources for all prekindergarten - 5th grade students. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning

M) All students will need to score a 70% or above on CFA to increase their achievement to be able to obtain meets or masters

N) TELPAS, taken by our EL students, will increase composite scores by at least 5%

Staff Responsible for Monitoring: Teachers

Bilingual Teachers

Administrators

Academic Coaches

Reading

ESSER Tutors

Title I Tutors



Title I:

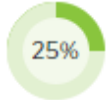





2.4, 2.5, 2.6, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 2 - Perceptions 1







Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a vertically aligned Writer's Workshop model using Norma Jackson's Rubric and Jeff Anderson strategies to address student needs in the area of writing including not only idea formation but also conventions, revising and editing. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning.</p> <p>Actions: A) Set student, campus and classroom goals for using Norma Jackson's Writing Rubric (ie. moving up one to two stages on the 12 point rubric)</p> <p>B) Perform a detailed data analysis of the 2021 Writing STAAR scores to evaluate strengths and weaknesses. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning.</p> <p>C) Utilize common formative assessments to guide instruction and determine student needs and strengths.</p> <p>D) Use Vertical Teams to align tasks to standards to assure rigor and relevance of Writing Workshop.</p> <p>E) Utilize Jeff Anderson's Patterns of Power and other books as well as The Writing Strategies Book and other district resources.</p> <p>F) All students will write in each subject every day.</p> <p>G) Integrate technology to assist with the successful implementation of Tier I priorities and to enhance learning of all students.</p> <p>H) Provide a Family Event where the families learn the Writing Process as the families plan, write, edit and publish a family book.</p> <p>Staff Responsible for Monitoring: Teachers Bilingual Teachers Administrators Academic Coaches Reading ESSER Tutors Title I Tutors</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$10,000, Professional Development - 211 - Title I - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement the reading academy and coaching model established by TEA based on the HB3 requirements. Actions: A) All new teachers (K-3) who have not completed the TEA Reading Academy will participate in the TEA Reading Academy during the 2022 - 2023 school year. B) All Reading Academy participants will implement what they learn in the TEA Reading Academy in their classroom reading instruction. C) The principal and assistant principal will ensure all Reading Academy participants are implementing what has been taught in the TEA Reading Academy with their students in each of the classrooms. D) The Reading Academy Coaches will work with our Reading Academy participants to ensure the fidelity of what is being taught based on new learning through the TEA Reading Academy. Staff Responsible for Monitoring: Reading Academy Coaches Principal Assistant Principal Second Grade Teachers Third Grade Teachers AABLE Teachers ACCESS Teacher Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: All students will receive Science instruction that includes both process skills and content through hands-on classroom investigations in accordance with the district recommendations (hands-on Science instruction percentages by grade levels: 80% K-1, 60% 2-3, and 50% 4-5).



Evaluation Data Sources: Teachers will track their time spent on hands-on activities .
 Teachers will include this in their lesson plans.





Strategy 1 Details	Reviews			
Strategy 1: Include intentional hands-on lab/section in lesson plans for Science Actions: A) Follow the 5E method. B) Use StemScopes for lab ideas and lab guide. C) Incorporate AIMS lessons into instruction. D) Science Vertical Team will work together on key vocabulary, lessons and labs for each grade level to ensure all instructional material is covered each year prior to 5th grade except for what is supposed to be covered in 5th grade Science. E) Integrate technology into all content areas to enhance learning of all students. F) Hold a Science Night for students and their families as well as the community to participate. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2 - Perceptions 1 Funding Sources: Instructional Resources - 211 - Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: All students will increase their content knowledge through Social Studies instruction focused on Tier 1 priorities such as: vocabulary. Students will score 10% higher than last year when averaged on the CBA.

Evaluation Data Sources: Teacher Prepared Assessments, CBAs, CFA

Strategy 1 Details		Reviews			
Strategy 1: Teachers will intentionally integrate Social Studies with Language Arts and Reading on a daily basis. Actions: A) Use more historical non-fiction that aligns with social studies standards according to grade-level. B) Grade-level and content appropriate strategies to address social studies content during Reading. C) Refer to content coordinators and academic coaches for integration ideas. D) Plan vertically and horizontally. E) Use Frayer models and other research-based strategies such as Marzano and Interactive Read Alouds to aid in comprehending SS content. F) Integrate technology into all content areas to enhance the learning of all students. G) Integrate Language Arts into Social Studies each day Quick Writes, journal writing, open-ended assessment questions and other writing methods. Staff Responsible for Monitoring: Teachers Administrators Academic Coaches Bilingual Coaches Literacy Interventionists Title I: 2.4, 2.6 Problem Statements: Student Learning 2 - Perceptions 1 Funding Sources: Instructional Resources - 211 - Title I - \$5,000, Professional Development - 211 - Title I - \$13,000		Formative			Summative
		Nov	Jan	Mar	June
					







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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: Implement and monitor two full day prekindergarten programs for bilingual/nonbilingual four year old's and use the CIRCLE assessment to determine academic growth.

HB3 Goal

Evaluation Data Sources: Walk-Throughs, CIRCLE assessments

Strategy 1 Details	Reviews			
Strategy 1: All PK4 students will be taught by highly qualified PK2 teachers and certified educational assistants. Actions: A) Employ prekindergarten teachers that are certified to teach prekindergarten. B) Employ prekindergarten educational assistants to maintain a ratio of 1 to 11 in the full day prekindergarten classroom of not less than one certified teacher and one educational assistant for every 22 students per TEA. C) Ensure the teacher completes the 30 hours of professional development relevant to early childhood annually until 150 hours are completed based on the district professional development plan. D) Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs. Staff Responsible for Monitoring: Staff Responsible for Monitoring Principal Assistant Principal Prekindergarten Teachers Prekindergarten Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: Instructional Resources - 211 - Title I - \$5,000, Prekindergarten Staff - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 80%		
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

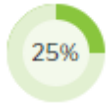





Performance Objective 6: Close achievement gaps that exist for all under-performing student groups as measured by state, district and campus assessments.

a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.

b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state, district and campus assessments



Strategy 1 Details	Reviews			
Strategy 1: Utilize data from all progress monitoring targets for PK - 3rd in reading and mathematics to determine if there are any subgroups that may not be performing at high levels and develop a plan of action for these subgroups. Actions: A) Meet all progress monitoring deadlines so we will have the data necessary to determine trends in levels of achievement for all subgroups B) Train teachers in digging deeper into the data and to specifically look at subgroups such as ethnicity, gender and special education/504, etc. with the intent of developing plans to close the academic gaps that may exist Staff Responsible for Monitoring: Administrators Teachers Instructional Coaches--SpEd and GenEd Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 - School Processes & Programs 1 Funding Sources: Campus Personnel - 211 - Title I - \$79,707, Campus Personnel - 199 - General Funds: SCE - \$48,588	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%		
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.


Performance Objective 7: Students will display an awareness of social-emotional development as measured by a district-administered student survey.


Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.


Evaluation Data Sources: Social-Emotional Learning survey TBD
Behavioral RtI data records

Strategy 1 Details	Reviews			
Strategy 1: We will utilize CHAMPS and Capturing Kids' Hearts campus-wide, as well as, follow the district approved SEL program each week in all classes. Actions: A) Train staff to implement the Behavioral RtI Plan B) Make sure all staff members have been trained in Capturing Kids' Hearts and continue with follow up/further training for Capturing Kids' Hearts for administrators. C) Make sure all classroom have a Respect/Social Contract hung in every room/hall created by the class and referred to frequently. D) Utilize all parts of Capturing Kids' Hearts with fidelity in each classroom--signals, Good Things, Launch, 4 Questions, Building Relationships, etc. E) Utilize CHAMPS in the classrooms and in all common areas including the lunchroom and hallways--example: Level 0 Voice Level in the hallways. F) Use Class Dojo, mindfulness practices, and other recommended classroom management strategies. G) Use district approved SEL program in every classroom one time per week as indicated by the district. H) Utilize district regular/special education Behavioral Interventionists to assist with student issues and provide training to de-escalate problem behavior in the classroom. I) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Administrators Teachers Counselor All Staff Regular Education Behavioral Interventionist Special Education Behavioral Interventionist Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2 Funding Sources: Professional Development - 211 - Title I - \$15,000, Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished







 Continue/Modify

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Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.







Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details		Reviews			
Strategy 1: Develop and implement a campus program that incorporates incentives and relationship-building to increase student attendance. Actions: A) Award Timely Tiger to classes with fewest tardies for all students. B) Award students with Perfect Attendance Award during Student Award Celebrations each six weeks. C) Implement Capturing Kids Hearts strategies to increase intrinsic motivation to attend class. D) Communicating on ClassDojo, social media, flyers, Peach Jar, etc. to increase motivation to attend school each day. F) Conference with parents by phone, Zoom and in person to encourage increased attendance; determine how the school can help with attendance issues, if possible. G) Develop and distribute a Family and Parent Engagement Policy. H) Utilize the weekly attendance reports for our school provided by the district to look for patterns of absences and to help us monitor absences. I) Utilize the truancy officer for those students who have extreme attendance issues. Staff Responsible for Monitoring: All staff Principal Assistant Principal Attendance Clerk Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every grade level and throughout the campus.







Evaluation Data Sources: Evaluation of goal achievement as per our Campus Improvement Plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Consistently review student progress as it relates to the Campus Improvement Plan in RTI meetings, planning meetings, professional development opportunities, SBDM Committee meetings, LOL meetings and faculty meetings. Actions: A) Ensure all faculty members have access to the 2022-2023 CIP B) Review student progress through assessments (campus, district and state) and teacher observations C) Track students' data to ensure they are making progress D) Consistently utilize 504 and Special Education accommodations for all students who fall under these programs to ensure a level playing field for them in all classes E) Develop specific plans of action for students who are falling behind in academics, socially-emotionally, and/or behaviorally Staff Responsible for Monitoring: Administrators Teachers--SpEd and GenEd Behavior Facilitators Counselor Instructional Coaches--SpEd and GenEd Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 1				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District safety survey of students, parents and staff







Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the data from the district Safety Survey for students, parents and staff members to improve the safety of our building's occupants at all times.</p> <p>Assistant principal will work closely with the head custodian regarding any safety concerns and complete quarterly response to Safety and Security Audit, as well as ensure all drills and safety trainings are completed.</p> <p>Actions: A) Review data gleaned from Safety Surveys and make changes where possible to increase safety.</p> <p>B) Review quarterly responses to Safety and Security Audits.</p> <p>C) Monthly campus walks with assistant principal and head custodian to look specifically for any safety or security issues.</p> <p>D) Weekly administration and head custodian meetings to discuss campus safety and security issues.</p> <p>E) Report and safety or security issues immediately through the proper channels.</p> <p>F) Have PPE available for staff and students at all times.</p> <p>G) Ensure teachers and students are able to wear their masks, should they choose, during each school day.</p> <p>H) Ensure proper hand-washing is occurring for all students and staff and that all students and staff are consistently utilizing the hand-sanitizer stations that are located all throughout the building.</p> <p>I) Weekly formal door checks of all doors outside for the district Door Log</p> <p>J) Daily door checks by staff members for both indoor and outside doors</p> <p>K) Ensure all teachers are aware of the new phone codes for safety purposes and all have received training.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Head Custodian</p> <p>Title I: 2.4</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of

work days lost each year due to accidents occurring on the job by 10%.







Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
Strategy 1: Implement district-wide safety program. Implement campus-wide healthy habits to increase overall health of all staff members. Actions: A) Complete online safety videos and successfully pass all quizzes as shown with documentation on the district website. B) Train staff on campus safety procedures and policies as shown by handbook acknowledgement. C) Utilize step stools when in need of reaching higher items on shelves--no rolling chairs. D) Participate in campus-wide health initiatives--free flu shots, weight loss and exercise programs, 5 K walk/run with staff members, etc. Staff Responsible for Monitoring: All staff Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Annual review of campus improvement plan requirements

Strategy 1 Details	Reviews			
Strategy 1: Review the campus improvement plan 4 times during the year and at least three times with the Site-Based Decision Making Committee and 1 time with the Leaders of Learners Team. Actions: A) Work with LOL Team in August/September to develop the CIP based on the data gleaned from the Campus Needs Assessment B) Review the CIP with LOL Team in November C) Review the CIP with the SBDM Committee in January D) Review the CIP with the SBDM Committee in March F) Review the CIP with the SBDM Committee in late May just prior to the summative review in June Staff Responsible for Monitoring: Administrator Site-Based Decision Making Committee Leaders of Learners Team Title I: 2.4, 4.2 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				