

Birdville Independent School District

Birdville Elementary

2022-2023 Formative Review

Accountability Rating: B



Mission Statement

We are a community of life-long learners building a better future for all through consistent teamwork, collaboration, and communication.

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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 reading and mathematics literacy between the beginning and end of year.







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









HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels

CLI Engage - CIRCLE (prekindergarten), Renaissance STAR Assessments (mathematics, 1-5; reading, grades 3-5), M-Class Reading (k-2) TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement all components of the district literacy plan to including Guided Reading and Fountas & Pinnell Shared Reading.</p> <p>Actions: a) Provide training for all staff in the implementation of the district literacy initiatives. b) Utilize academic ELAR/SLAR coach in helping to provide on-going training, coaching, and modeling literacy expectations within the classrooms to benefit all students. c) Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EL students. d) In grades 3-5, each content area teacher will implement a minimum of one reading strategy in collaboration with ELAR/SLAR teacher. e) In grades K-2, the identified reading strategies will be integrated across all content areas.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: General Funds - 199 - General Funds, Title 1 - 211 - Title I - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<p>Strategy 2: Provide reading and math intervention for tier 2 and tier 3 students.</p> <p>Actions: a) New students will be identified who need additional assistance and intervention services will begin by the end of the 1st quarter. b) Returning students on tier 3 will begin receiving intervention by the 4th week of the school year. c) Title 1 tutors will work with classroom teachers to provide additional support for students on all tiers. d) Utilize RTI process to identify and address academic and behavior needs of students throughout the year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$104,874, Tutoring - 211 - Title I - \$30,000, Professional Development - 211 - Title I - \$1,000, Instructional Resources - 211 - Title I - \$8,459</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement system where classroom teachers administer progress monitoring assessments with fidelity for reading and math.</p> <p>Actions: a) Continue to support and train teachers with the BAS assessment. b) Grade level PLCs will develop common formative assessments to monitor students growth in math and reading. They will utilize the PDSA cycle to analyze data. c) Teachers will work with academic coaches to develop instruction that is responsive to progress monitoring data. d) Train and support teachers with mClass for reading and math in kindergarten and reading in first and second. e) Train teachers and staff on the use of assessment data to inform instructional decisions. f) Monitor the progress of students in prekindergarten through 5th grade through the use of Rtl assessments (screeners and progress monitoring data). g) Oversee the implementation of progress monitoring windows.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to implement campus PLCs with a focus on responsive teaching and continuous improvement.</p> <p>Actions: a) conduct weekly campus PLCs to include instructional focus walks and debriefing sessions. b) Infuse literacy-focused discussions into PLCs</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p>Actions: Utilize resources to provide personnel, technology, and instructional materials.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$46,387</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide accelerated instruction to all students who did not meet expectations on the 2022 STAAR assessments.</p> <p>Actions: Students will receive tutoring in small groups for a minimum of 30 hours in all areas of STAAR where they did not meet expectations. Tutoring will target current grade level TEKS.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom teachers.</p> <p>Funding Sources: Title I tutors - 211 - Title I - \$28,000, ESSER Tutors - ESSER - \$39,672</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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 progress in writing between the beginning and end of year.

Evaluation Data Sources: Norma Jackson Rubric; STAAR Writing scores;
BOY/EOY District Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement all of the components of the district literacy plan specifically targeting writing to include a vertically aligned Writer's Workshop model. As a campus we must address not only idea formation but also conventions, revising and editing. We will also address how the STAAR redesign will affect writing instruction in all grade levels.</p> <p>Actions: a) Provide training for all staff in the implementation of the specific pieces within the district literacy plan targeted at writing instruction. b) Utilize academic ELAR/SLAR coach in helping to provide on-going training, coaching, and modeling writing instruction expectations within the classrooms to benefit all students. c) In grades 3-5, each content area teacher will develop strategies during their PLC's in implementing writing within their content in collaboration with ELAR/SLAR teacher. d) In grades K-2, the district identified writing strategies will be integrated across all content areas. e) All staff will be required to attend the writing support meetings after school throughout the year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 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 3: Close achievement gaps that exist for all under-performing student groups as measured by state and district 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: STAAR, and district CBA assessments

Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.</p> <p>Actions: a) Provide all teachers with a timeline of specific expectations for the implementation of the CI components. b) Continue to support and monitor the implementation of the PDSA process and provide appropriate professional learning support. c) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. d) Meet regularly with all grade levels in PLC's to discuss formative data using the CI process. e) Monitor progress in the implementation of the CI components and provide feedback to teachers. f) Vertically align implementation of Continuous Improvement through Instructional Walks.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and implement instructional strategies for EL students.</p> <p>Actions: a) Utilize Ellevation to monitor EL students b) Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EL students. Teachers will meet with her regularly. c) Use TELPAS data to determine student status and intervention needs. d) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model.</p> <p>Staff Responsible for Monitoring: Principal, Academic Coach, Dual Language Coach</p> <p>Title I: 2.4</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
<p>Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process.</p> <p>Actions: a) Parent Curriculum Night to give parents information on how to help their students be more successful. b) Provide a Family STEAM Night where parents can learn about hands-on activities that they can do with their children. d) Provide multiple fine arts showcases/performances throughout the year ensuring that every child has an opportunity to be involved. e) Develop and distribute a campus Parental Involvement Policy. f) Electronically distribute Title I information to further explain the programs and services available to BES students. g) Hold a Kinder Kamp Parent Night for incoming kindergarten students at the end of the year. h) consider Jumpstart at beginning of year to acclimate K-1 students to school and building.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Title I Family Engagement - 211 - Title I - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

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

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Character Strong curriculum for social-emotional learning. Utilize TBRI and campus based interventions to address student SEL needs.</p> <p>Actions: a) Classroom teachers will implement Character Strong lessons every Friday. b) The counselor will provide classroom guidance lessons weekly targeting social-emotional skills. c) Identified students will be placed in individual and/or social skills small group counseling to further support their social/emotional needs. d) Follow MYD protocols. e) Train faculty in TBRI. f) Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 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 5: Reduce the number of students assigned to behavior RtI tiers 2 and 3.


Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district behavioral RtI plan.</p> <p>Actions: a) Assemble a behavior RtI campus team. b) Utilize Make Your Day, a research-based campus-wide discipline plan, to ensure consistency. c) Provide multiple training opportunities on Make Your Day to ensure it is implemented consistently across the campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p>	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 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: PEIMS Attendance Reports; Weekly/6 week/semester attendance rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance.</p> <p>Actions: a) Monitor the implementation of the attendance plan. b) Evaluate the effectiveness of the attendance plan by: * Collecting and tracking weekly attendance data provided by Student Services * Reviewing quarterly attendance reports provided by the district. c) Work with the district truancy officer to intervene before students accumulate excessive absences. d) Assistant Principal will monitor absences and make contact with families starting at the 3rd absence, Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2</p>	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 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Staff, student, and parent surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>Actions: a) Assemble a campus Emergency Management Team. b) The EMT will review perception data from students, staff and parents to identify and target strategies to improve campus safety. c) Identify and implement steps that would help staff to identify, report, and address concerns about school safety and student well-being. d) Regularly communicate safety procedures to parents throughout the year through various forms of communication such as grade level newsletters, notes home, BbConnect, campus web page, and social media. e) Conduct all required safety drills with follow up meeting of the EMT to debrief. f) Implement the Anonymous Alerts and Threat Assessment system. g) utilize Nav 360 to account for students and staff during drills h) multiple daily checks of all doors</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5, 4.2</p>	Formative			Summative
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Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Maintain the zero cost of accidents resulting in workers' compensation claims established the previous school year. Continue to reduce the number of work days lost each year due to accidents occurring on the job.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district-wide program that promotes and accident-free work environment.</p> <p>Actions: a) All staff will complete the Safe Schools curriculum on-line. b) Mandatory safety training sessions will be conducted per the district plan/time line. c) Perform regular campus safety walks per the district plan.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
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