

Birdville Independent School District

David E. Smith Elementary

2022-2023 Formative Review



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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.

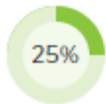
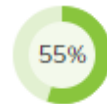


a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.







b) Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5), iStation (reading, grades K-5), grades 3-5 reading and math TEA Interims

Strategy 1 Details	Reviews			
Strategy 1: 1) Continue to build capacity to implement the district literacy plan at the campus level. Actions: a) Provide ongoing training for all staff to build their capacity to implement campus literacy plan. b) Support grade level leadership teams to lead the implementation of the District literacy plan. c) Re-calibration of literacy strategies with staff at beginning of the year and ongoing throughout staff meetings and campus walks. Staff Responsible for Monitoring: Campus Administration, LOL team and academic coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3 Funding Sources: Literacy Resources and Professional Development - 199 - General Funds, Literacy Resources and Professional Development - 211 - Title I - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Continue to implement the literacy plan with a focus on responsive teaching and continuous improvement. Actions: a) Provide time for staff to conduct campus instructional walks and debriefing sessions b) Infuse literacy-focused discussions into staff meetings and PLC c) Utilize data from instructional walks and formative assessments to customize campus professional learning d) Collaborate with WT Francisco to create identical master schedules. DES teachers and WT teachers can PLC together weekly. e) Host a literacy, math and science nights for families to learn strategies to support their child's progress in reading. f) Each teacher will have a parent conference with each family and literacy growth will be a topic discussed. Staff Responsible for Monitoring: Campus Administration, LOL team and academic coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - School Processes & Programs 2 Funding Sources: Family Engagement - 211 - Title I - \$7,500, Coaching Clarity with Jenn Kleiber - 211 - Title I - \$7,500, Academic Coaches - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Communicate and assist teachers in implementing personalized learning for students. Actions: a) Train campus staff in analyzing student data and utilizing it for personalized learning opportunities. b) Provide campus coach with professional development on differentiated instruction. The staff will have opportunities to meet with the coach to learn about differentiated instruction and build it within their lessons through PD and PLCs. c) Develop and train staff in utilizing technology to further personalize learning for all students. d) Monitor, support and provide feedback to support campus staff of implementation of personalized learning e) Provide accelerated instruction to students who failed STAAR math and/or reading in a small group setting during school. f) Provide data from assessments to ASPIRE on students they serve so they can give personalized learning. Staff Responsible for Monitoring: Campus administration, academic coaches, campus staff Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 3 Funding Sources: Instructional Resources/PD - 211 - Title I - \$2,000, Title 1 tutors - 211 - Title I - \$45,000, Intervention Personnel - 199 - General Funds: SCE - \$70,121	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Participate in the reading academies and utilize the coaching model established by TEA based on the HB3 requirements. Actions: a) Implement the district plan for Reading Academies. b) Continue to participate in the pilot of the TEA Reading Academy to give input to the state and gain insight into the reading academy modules. Staff Responsible for Monitoring: Campus Administration, Reading Academy Coaches, Classroom/SPED teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Implement a full day prekindergarten program for four year olds that qualify based on a board approved three year plan. Actions: a) Employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific. b) Convert one section of half day prekindergarten services for four-year olds who qualify to full day based on the three year approved plan. c) Implement the district curriculum in the prekindergarten programs that addresses all ten developmental domains. d) Maintain an average ratio of 1 to 11 in any full day prekindergarten class of not less than one certified teacher and one teacher's aide for every 22 students per TEA. Staff Responsible for Monitoring: Campus Administration, Prekindergarten teachers and coach Funding Sources: Prekindergarten Teachers - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 6 Details	Reviews			
Strategy 6: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 3rd. Actions: a) Continue to support and train staff with the BAS assessment. b) Train and support teachers and campus staff from prekindergarten - 3rd grades on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. (assessments including: MClass math and reading, Star math, BAS, Circle, Interims) c) Provide opportunities for the instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Monitor progress made in grades prekindergarten - 3rd students based on assessment instruments being used for reading and math and communicate this progress to our families for their support. e) Oversee the implementation of progress monitoring windows. Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Classroom teachers, Reading and Math Interventionist, Resource teacher Title I: 2.4 Problem Statements: Perceptions 2 Funding Sources: Substitutes for BAS testing - 211 - Title I - \$1,000, Intervention Personnel - 199 - General Funds: SCE	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 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) In addition , meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for all student groups as measured by a district approved monitoring instrument.

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

Strategy 1 Details	Reviews			
Strategy 1: Coordinate the implementation of the system-wide practices for the design and delivery of programs and services for Emergent Bilinguals. Actions: a) Provide support to teachers to follow the written plan for the evaluation of programs and services for Emergent Bilinguals. b) Ensure the comprehensive professional development plan targeting the competencies necessary to serve the needs of Emergent Bilinguals is communicated to teachers. Encourage teachers to participate and engage in these PD opportunities. c) Follow the systems for monitoring of progress and accommodating linguistic and academic instruction of Emergent Bilinguals. e) Follow the ESL program model for elementary laid out by the district. Staff Responsible for Monitoring: Campus Administration, Campus Staff, Academic Coaches Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use the district continuous improvement process and requirements for mission statements, development of smart goals, the PDSA process and progress monitoring using electronic or paper data folders in the classroom. Actions: a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor and provide feedback by utilizing the district rubric to campus staff regarding the PDSA development process through PLCs to ensure alignment to district expectation. c) Highlight campus examples of the PDSA process, goal setting and digital data folders during campus walk debriefs. Staff Responsible for Monitoring: Campus Administration, Campus Staff Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: Enlist community and business partners to assist in providing support to students and families who are in need. Actions: a) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. b) Identify and communicate the needs of the student population and their families with community partners. c) Implement a strategic plan for weekend food backpacks and clothing needs. d) Partner with community partners (Bethesda and Mercy Cares) to provide mentoring to our at risk students. Staff Responsible for Monitoring: Campus Administration Title I: 4.1, 4.2 Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 2 Funding Sources: Title I Family Engagement - 211 - Title I - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Coordinate professional development that assists teachers in developing, implementing and progress monitoring student learning. Actions: a) Coordinate professional development for all teachers in analyzing and use a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments. c) Coordinate professional development for teachers to developing personalized intervention plans through Success-Ed. d) Coordinate professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. Staff Responsible for Monitoring: Campus Administration, Classroom teachers, Reading and Math Interventionists, Resources teacher, Academic coaches Problem Statements: Student Learning 1, 3 Funding Sources: Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Monitor the equitable programming to access services based upon special education, GATE, RtI, EB, and 504. Actions: a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined by the ARD committee. b) Provide equitable access to all Emergent Bilinguals in the appropriate bilingual or ESL program. c) Use Success-Ed to monitor program responses to students who are identified for 504, special education, or RtI services. Provide training to our classroom teachers and interventionist. d) Implement the new district SEL program weekly in the classroom. e) Ensure that all special services are documented in the appropriate programs: Success Ed, Ellevation, Pulse, Skyward Staff Responsible for Monitoring: Campus Administration, Campus staff, Intervention Services department Title I: 2.4, 2.5, 2.6 Funding Sources: Intervention Personnel - 211 - Title I - \$37,991, Tutoring Personnel - 211 - Title I - \$58,446, Educational Assistants - 211 - Title I - \$27,406	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. Actions: a) Provide AI tutoring for students who failed STAAR math and reading in 3rd-5th grades. b) Monitor the progress of students in tutoring during RTI meetings and communicate this progress to the tutors. c) Utilize the resources provided by the district for AI tutoring. d) Purchase materials that will support teachers small group during RTI and in the classroom. Staff Responsible for Monitoring: Campus Administration, Reading and Math Interventionist, AI tutors, Classroom teachers, and Academic Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 3 Funding Sources: ESSER Tutors - ESSER - \$9,656, Classroom books/resources/technology - 211 - Title I - \$2,000	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: Students will display dispositions indicative of high levels of social-emotional development as measured by campus expectations.







Evaluation Data Sources: Observation data

Strategy 1 Details	Reviews			
Strategy 1: Train all staff and continue to implement Conscious Discipline campus wide. Actions: a) Train all staff members (including ASPIRE) on Conscious Discipline throughout the year and provide clear implementation expectations. b) Regularly monitor campus needs. c) Evaluate the effectiveness of the campus plan and revise it as needed. d) Train campus staff on the implementation of Purposeful people expectations and begin weekly lessons of 20 minutes. e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Campus Administration, Campus Staff, Counselor Title I: 2.6 Funding Sources: Crisis Counselors - 199 - General Funds: SCE	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: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records









Strategy 1 Details	Reviews			
Strategy 1: 1) Implement the behavioral RtI plan with fidelity Actions: a) Implement the district behavior RtI plan and evaluate its progress for needed revisions b) Implement Conscious Discipline campus wide c) Use Success-Ed to input behavioral RtI student plans. Staff Responsible for Monitoring: Campus Administration Title I: 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 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.

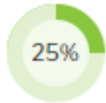





Evaluation Data Sources: 2021-2022 Campus Attendance

Strategy 1 Details	Reviews			
Strategy 1: Refine and implement a campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. Actions: a) Utilize funding to provide incentives to improve student attendance. b) Monitor student attendance and review progress with campus staff on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Continue to use our campus system to celebrate campus attendance improvement. e) Identify and address social needs within families that prevent students from attending schools and involve key stakeholders including crisis counselor that can help to mitigate student attendance issues. Staff Responsible for Monitoring: Campus Administration, Attendance clerk, Classroom teachers, Truancy Officer, Counselor and Crisis Intervention Counselor Title I: 2.6 Problem Statements: School Processes & Programs 1 Funding Sources: Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the campuses branding and marketing plan Actions: a) finalize brand development b) Develop core messaging to drive our message forward c) Develop a quarterly digital and social messaging plan. Staff Responsible for Monitoring: Campus admin Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1, 2	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 throughout the campus.







Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.

Strategy 1 Details		Reviews			
Strategy 1: Communicate and implement campus continuous improvement processes at the campus, grade and classroom level. Actions: a) Campus departments utilize the PDSA process to monitor progress towards goals. (ex. logistics committee, social committee, and LOL team will each set a goal and move through the PDSA process at each meeting.) a) Classes write mission statements and develop strategic learning goals. b) Each individual class utilize the PDSA process to track progress and growth towards goals. d) Students regularly track individual growth in data folders. Staff Responsible for Monitoring: Campus Administration and campus staff Title I: 2.4, 2.6		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 and student surveys and accident reports

Strategy 1 Details		Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. Actions: a) Model and communicate to students, staff and families the safety protocols for our campus. b) Review the district safety protocols and implement them. c) Schedule and monitor safety drills and revise plans as needed. Implement Navigate360 with all safety drills. d) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. e) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. f) Implement the Anonymous Alerts and Threat Assessment system Staff Responsible for Monitoring: Campus Administration Campus Staff Title I: 2.6 Problem Statements: Perceptions 1		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 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 the district-wide program that promotes an accident-free work environment. Actions: a) Require staff to review district plan and safety training sessions. b) Perform campus safety walks and address needs. c) Provide safety equipment as needed. d) Monitor the implementation of safety procedures. Staff Responsible for Monitoring: Campus Administration	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: Campus Site Base Team Meetings

Strategy 1 Details	Reviews			
Strategy 1: Ensure the district-wide coordinated health program. Actions: a) Continue to implement health related plans, including: Play it Safe, Health and Vision Screenings, and Fitness Grams. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				