

Birdville Independent School District
Grace E. Hardeman Elementary
2022-2023 Formative Review



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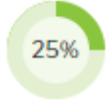

Goals



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


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

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels, STAR math assessment, mClass assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide quality Tier 1 instruction for every student by maximizing district resources and implementing Tier 1 priorities in Pre-k through 5th grade.</p> <p>Actions: -Utilize grade level PLCs in collaboration with academic coach to implement tier 1 priorities. -Train staff during professional learning sessions after each LOL meeting. -Utilize campus resources including coaches to provide support for campus and classroom implementation plans. -Utilize RLA vertical teams to increase collaboration system wide on tier 1 priorities and best practices in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LOL team, RLA vertical team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Align processes that encourage and facilitate personalized learning for students in reading and math in order to close achievement gaps in core content areas.</p> <p>Actions: -Utilize Continuous improvement rubrics to strengthen instruction and assist teachers in supporting learning for all students including EL population. -Implement RTI processes to ensure alignment with district protocol and make adjustments as needed. -Utilize district resources with tier 1, 2, and 3 students during intervention time. -Utilize bilingual ESL EA and other staff to facilitate small group intervention with EL students. -Provide enrichment for tier 1 groups based on individual data. -Utilize Title 1 tutor, ESSER tutor, and interventionists to provide intervention for targeted students identified through the RTI process to decrease learning gaps and increase student performance. -Utilize ESSR funds for Accelerated Instruction. -Utilize Title 1 money to purchase high quality books for take home bags for students to practice reading at home.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RTI team, campus blended learning team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1</p> <p>Funding Sources: Tutorials - 211 - Title I - \$15,000, Intervention Personnel - 211 - Title I - \$113,763, Instructional Materials - 211 - Title I - \$3,693, ESSER Tutors - ESSER - \$22,815, Campus Personnel - 199 - General Funds: SCE - \$171,751</p>	Formative			Summative
	Nov	Jan	Mar	June
				


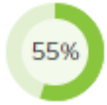


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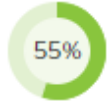
Goal 1: Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, district assessments and screeners, and campus/grade level common assessments.

HB3 Goal

Evaluation Data Sources: STAAR data, interim data, screener data (mclass, renaissance) and campus assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Deepen implementation of the district continuous improvement process including use of mission statements, goal setting, PDSA process, and data folders in the classroom</p> <p>Actions: -Deliver clear expectations on the implementation of the continuous improvement process throughout the school year based on rubric and BOY data -Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus -Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric -Conduct "data days" where students explain their goals and data to their parents each nine weeks grading period. -Hold campus content area events to educate families and provide practice opportunities for academic skills. (Science night, math night)</p> <p>Staff Responsible for Monitoring: Campus Administration, academic coach, vertical teams, staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need</p> <p>Actions: -Collaborate with PTA to schedule and host school wide events to support students and families. -Identify and communicate the needs of student populations and their families with community organizations such as Sertoma. -Develop and distribute a Family and Parent Engagement Policy -Conduct campus events to engage families including math and science family nights.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Family Engagement - 211 - Title I - \$1,288</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<p>Strategy 3: Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students including groups identified through additional targeted supports.</p> <p>Actions: -Review expectations for teachers regarding PDSA process and best practices during campus PD and grade level meetings. - Utilize PLC time to review STAAR data, CFA data, interim data, student grades, F&P reading levels, and STAR 360 math benchmark data, mClass data as well as additional targeted support areas, then create plans based on said data. - Utilize RTI collaboratives to review assessment data listed above and create tiered plans for all students based on individual needs. -Provide tier 1 instruction as well as interventions based on data above to provide for individual student needs. - Meet regularly in grade level and vertical PLCs to continue the PDSA cycle. -Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels</p> <p>Staff Responsible for Monitoring: campus administration & academic coach</p> <p>Additional Targeted Support Strategy Problem Statements: Demographics 1, 2, 3 - Student Learning 1 Funding Sources: Academic Coaches - 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 and 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 a district administered survey of student perceptions.


Evaluation Data Sources: staff self-assessment, walkthrough data and teacher and parent feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Conscious Discipline at the campus level to teach social-emotional skills.</p> <p>Actions: -Provide professional learning for all staff regarding Conscious Discipline. -Provide monthly training for new hires regarding CD practices and implementation in the classroom. -Utilize the campus Conscious Discipline team to assist with implementing Conscious Discipline skills and strategies. -Conduct walk-throughs & follow-up discussions to provide feedback to teachers as they implement skills and strategies. -Counselor will conduct guidance lessons and RTI behavior groups throughout the school year. -Teachers will utilize the Character Strong SEL program throughout the school year. -Continue training staff in Conscious Discipline through campus PD, outside trainings, and coaching. -Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Behavior Team</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished







 Continue/Modify

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Goal 1: Students will achieve their full potential through a system that is responsive to the academic and 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: Behavior RTI collaborative meeting notes and data

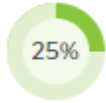





Strategy 1 Details	Reviews			
Strategy 1: Implement the district behavioral RtI plan. Actions: -Follow district protocols and procedures. -Utilize conscious Discipline strategies to support students through behavior interventions. -Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Behavior RTI team Title I: 2.5, 2.6 Funding Sources: Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 45%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: At least 80% of the pre-k students will be "On Track" by EOY assessment based on the data from the Circle assessment.

HB3 Goal







Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Include all pre-k students and families in campus programs. Actions: -include pre-k students in all campus programs. -track student growth and create plans for students not meeting targets based on CIRCLE data. -Pre-k teachers will meet with pre-k coordinator and/or coach to review CIRCLE data. -Utilize SCE-funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs. Staff Responsible for Monitoring: Pre-K team Funding Sources: Prekindergarten - 199 - General Funds: SCE	Formative			Summative
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	 25%	 65%		
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Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

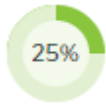
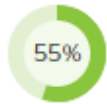




Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance.</p> <p>Actions: -Review current campus plan for attendance incentives. -Communicate campus attendance plan with all stakeholders -Monitor and make adjustments to the attendance plan throughout the year as needed -Track student and staff attendance -Provide incentives that encourage staff and student attendance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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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 campus operations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and deploy continuous improvement processes at the campus level.</p> <p>Actions: -Develop SMART goals for T-TESS, attendance and safety -Track data for these areas throughout the school year. -Meet with safety team regularly and conduct "plus/deltas" to guide improvement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</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 1: Increase the percentage of students and staff who report feeling safe at school.

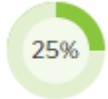





Evaluation Data Sources: Student and staff surveys.

Strategy 1 Details	Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. Actions: -Follow all district procedures related to safety and security. -Utilize Conscious Discipline strategies in all classrooms daily. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Behavior Team Safety Team	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 over the previous year.

Evaluation Data Sources: district report

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. Actions: -Conduct facility reviews to locate and address facility issues and needs -Provide training for campus staff -Provide safety equipment as needed -Continue to monitor the implementation of safety procedures -All employees will complete Safe Schools Training Staff Responsible for Monitoring: Campus admin & all staff	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 3: The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the implementation of the district-wide coordinated health programs.</p> <p>Actions: Continue to implement health related plans at the campus level including Play It Safe, Dental and Vision Screenings, Fitness Grams and Safe Haven.</p> <p>Staff Responsible for Monitoring: Campus Admin & staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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