

Birdville Independent School District

Shannon High School

2022-2023 Formative Review



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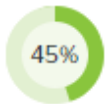




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Goals

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 between the beginning and end of the year.







Evaluation Data Sources: Secondary: Lexile levels and classroom formative assessment

Strategy 1 Details	Reviews			
Strategy 1: 1.1.1 Facilitate instructional processes that customize a literacy plan in a Blended/personalized setting for Shannon students Actions: a) Focused, data-driven intervention class b) Teachers implement reading, writing, thinking and discussion strategies in all content areas c) Implement the district literacy plan Staff Responsible for Monitoring: Principal, Dean Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$421,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The reading interventionist supports the English teachers in order to improve English I and English II EOCs. Actions: Reviews Renaissance 360 Reading data to increase students Lexile levels. Staff Responsible for Monitoring: Reading interventionist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Close achievement gaps that exist for all under-performing groups in all EOC testing areas as measured by STAAR/EOC and TEA Interim assessments.

Evaluation Data Sources: STAAR EOC scores, TEA Interim scores







Strategy 1 Details	Reviews			
Strategy 1: 1.2.1 Implement a collaborative process that requires the monitoring of student progress on a regular and consistent basis Actions: a) PLCs conduct data digs on multiple data sets b) Teachers use data to design instructional pathways c) Progress monitor frequently and provide feedback to students d) Students will have conversations about their data by creating digital or hard copy data folders Staff Responsible for Monitoring: Principal, Dean, Academic Counselor, Teachers ESF Levers: Lever 5: Effective Instruction	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 a district-administered survey of student perceptions.

High Priority


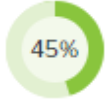
Evaluation Data Sources: District & Campus surveys. Campus created surveys will be used. We plan to survey each of the 4 quarters. Campus Crisis Counselor will be visiting mentoring classrooms with SEL lessons and support.







Strategy 1 Details	Reviews			
Strategy 1: 1.3.1 Identify and deploy a district-approved program that teaches social-emotional skills Actions: a) Teachers received training regarding a new curriculum for social-emotional b) Teachers will implement the new Character Strong SEL lessons during the designated mentoring period c) Implement strategies from Trauma-Informed Classroom training d) Teachers and Opportunity Now presenters will provide SEL lessons during mentoring Staff Responsible for Monitoring: Principal, Dean, SAC, Mentor Teachers ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: Student Assistance Counselor - 199 - General Funds: SCE - \$90,000	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 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Sources: Skyward Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: 1.4.1 Implement the district's Behavioral RtI/MTSS plan with fidelity Actions: a) Train campus staff to implement the behavior RtI/MTSS plan b) Implement the strategies, specific to the program (SHS & District SPED Programs) c) Conduct quarterly evaluations of each program's implementation d) Invite the district coordinator to collaboration meetings Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details	Reviews			
Strategy 2: Analyze the data from each survey Actions: Students/staff will collaborate during their mentoring period/PLC time, discussing the overall climate in the building. Students and staff will offer suggestions as to what SHS might do differently, to decrease the number of Tier 2 & 3 behaviors in our building. Staff Responsible for Monitoring: Principal, Faculty & Staff, students TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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: Close achievement gaps that exist for all under-performing groups as measured by Student Success Status.

High Priority

Evaluation Data Sources: STAAR/EOC performance data




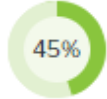




Strategy 1 Details	Reviews			
Strategy 1: Teachers will disaggregate a variety of assessments to identify which special population(s) demonstrate(s) underperformance when compared with other populations. Actions: Teachers will design instruction that addresses the deficiencies found from the disaggregated data. Staff Responsible for Monitoring: Teachers, Dean of Instruction TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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 6: Close achievement gaps that exist for all under-performing groups as measured by through Student Quality Status.

High Priority

Evaluation Data Sources: STAAR Accountability







Strategy 1 Details	Reviews			
Strategy 1: Business teachers will identify, recruit, and prepare students to earn industry certifications. Actions: Business teachers will collaborate with CTE Coordinator to assist in identifying and providing instruction for our students to earn new industry certifications. Staff Responsible for Monitoring: CTE Coordinator, Business teachers, Dean of Instruction, Principal TEA Priorities: Connect high school to career and college, Improve low-performing schools -	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase the number of students attending classes at the BCTAL Actions: The Academic Counselor is identifying students who can benefit from BCTAL courses. Staff Responsible for Monitoring: Academic Counselor, Shannon CTE teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	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 7: To address the special learning needs from our Hispanic, White, and Economically Disadvantaged student populations, as indicated in our Closing the Gaps from Domain 3, teachers will create data-driven and targeted instruction.

High Priority

Evaluation Data Sources: STAAR/EOC performance, classroom formative and summative data







Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will disaggregate data to design personalized instruction. This disaggregation of data will occur during PLC time, and monitored weekly by our Dean of Instruction. Actions: Identify specific TEKS deficiencies and learning gaps necessary to design instruction. (Lowest SE's) Staff Responsible for Monitoring: Teachers, Dean, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$303,317				
 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 8: Identified students will receive 30 hours of targeted tutorial support to address learning gaps as required in HB 4545

High Priority







Evaluation Data Sources: AI tutorials through EOC prep classes, before and after school tutorials, and Saturday School tutorials.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Shannon teachers will serve as HB 4545 tutors for all our AI students. Actions: Teachers will analyze prior performance data to create personalized lessons that address learning gaps. Identified students are provided with AI tutoring through our locally-developed EOC Prep classes. Staff Responsible for Monitoring: HB 4545 tutors (SHS core teachers), Dean of Instruction, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: ESSER Tutors - ESSER - \$2,050				
 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 9: The English Language Proficiency Status target measure set by the state for the TELPAS progress is 38%. In 2018-2019 Shannon High School was not rated as there were fewer than 20 students enrolled. In 2020-2021 Shannon High School met the target with a TELPAS progress rate of 45%.

Evaluation Data Sources: TELPAS data







Strategy 1 Details	Reviews			
Strategy 1: Teachers will continue to use SIOP and other Best Practice, research-based strategies to improve student performance for Emergent Bilinguals/English Learners Actions: Teachers will use listening, speaking, reading, writing, and thinking strategies, through our campus-wide Zero Excuses Literacy program across all content areas. Teachers will use SIOP strategies to help make content comprehensible. Staff Responsible for Monitoring: Teachers, Dean of Instruction, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 5%	 50%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

High Priority



Evaluation Data Sources: Daily attendance and graduation rate







Strategy 1 Details	Reviews			
Strategy 1: 2.1.1 Develop and implement a district-wide program that incentivizes student and staff attendance. Actions: a) Communicate requirements for developing campus plans to incentivize improved student and staff attendance b) Collect and review campus plans against district-designed criteria c) Develop and implement a system to track student attendance and review progress with principals on a nine-weeks basis d) Reward students with perfect attendance e) Review attendance and communicate with the graduation coach and counselor for a plan to keep students focused on graduation Staff Responsible for Monitoring: Principal	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 formal and informal staff meetings, (ie., PLC, SLT, Suggestion committee, SAB, etc.) to identify and improve operations and outcomes in every department.

Evaluation Data Sources: Meeting minutes, session notes and feedback

Strategy 1 Details	Reviews			
Strategy 1: 2.2.1 Develop and deploy continuous improvement processes Actions: a) Require every department to establish a SMART goal to improve efficiency and/or effectiveness of at least one department process b) Develop and deliver continuous improvement training for department leaders c) Daily PLC to review and ensure data-driven instruction and continuous improvement protocols are present in every lesson design Staff Responsible for Monitoring: Principal and Dean TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details	Reviews			
Strategy 2: Increase the graduation rate for 4-year, 5-year, and 6-year students and properly calculate the graduation rate for each of the graduating cohorts. Actions: Ensure that Lever codes are properly identified and the graduation rate is accurately calculated and reported in PEIMS, Skyward, and OnDataSuite software. Staff Responsible for Monitoring: Principal, Professional Counselor, PEIMS clerk, attendance clerk TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	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 3: Teachers have created Professional Goals & Student Learning Objectives to focus on key personal/professional and student needs.

High Priority

Evaluation Data Sources: T-TESS process & student formative performance







Strategy 1 Details	Reviews			
Strategy 1: Using the updated T-TESS template, teachers and principal/appraiser will meet throughout the year to check progress Actions: Informal walkthroughs and one-on-one meetings Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	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.

High Priority

Evaluation Data Sources: District Survey, Campus survey (Campus Climate Survey) & Youth Truth)







Strategy 1 Details	Reviews			
Strategy 1: 3.1.1A Review perception data from students, staff and parents to identify strategies to improve campus safety. Actions: a) Increase the visibility of school counselors, SRO, and administrators b) Conduct monthly principal's advisory council meetings c) Addition of a new school security officer Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	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: Students and staff will maintain a heightened and purposeful state of attentiveness to identify and report/respond to any possible threat to the safety of this building and its occupants.

High Priority

Evaluation Data Sources: Student surveys, anecdotal data

Strategy 1 Details	Reviews			
Strategy 1: Staff and students will wear ID's at all times when they are in the building. Actions: Exterior and classroom doors are closed and locked. Security officer is providing additional security for our building this year (2022-2023). Staff Responsible for Monitoring: Principal, staff, students ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Birdville Independent School District

Richland High School

2022-2023 Formative Review

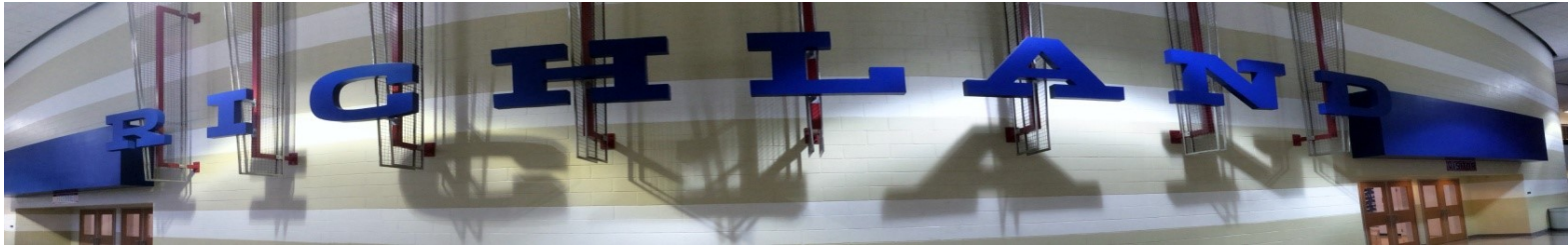


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Goal 3: All students and staff will learn and work in a safe and responsive environment.	12





Goals







Goal 1: 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 between the beginning and end of year.

Evaluation Data Sources: Secondary: Lexile levels from Renaissance Reading Screener

Strategy 1 Details	Reviews			
Strategy 1: Implement the literacy plan through established priorities for system-wide literacy practices. Actions: a) Use PG-SLO tasks to implement district reading and writing strategies. b) Guide the instruction of teachers through lunch and learns and additional on-site training during the professional work day. c) Use the PLCs to collaborate and discuss results that were successful for additional implementation as well as those that need improvement and redesign. d) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs Literacy Committee	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2 Details	Reviews			
Strategy 2: Build capacity to implement the district recalibration focus on Tier 1 instruction. Actions: a. Set campus wide expectations regarding classroom instructions. b. Create focused department chair/admin walkthroughs to ensure fidelity. c. Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation. d. Create monthly focus on tier one initiatives starting in September. Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs Literacy Committee	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Align processes that encourage and facilitate personalized learning for students. Actions: A. Utilize Canvas and Aware to its fullest capacity. B. Use of IEP, 504, and ESL accommodations to individualize instruction. C. RtI Tier 3 additional services are provided through reading classes and Edgenuity. E. Monitor, support and provide feedback to support campus implementation of personalized learning. F. Student data collection in classrooms (online or paper) G. Monitor Accelerated Instruction Tutorials and progress Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs Funding Sources: Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$79,338	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
Strategy 4: Identify GT students to provide opportunities for rigorous learning beyond advanced coursework. Actions: a) Utilize Duke Tip List and known high achieving students, etc. to develop a base for PSAT, 8/9, and Khan Academy future National Merit contenders. b) Offer SAT/ACT Preparation course through Royal Time. c) Make hard push for UIL Academic contest. d) Develop an AP course recruitment program by reaching out to students identified as potentially successful AP students by College Board with personalized and targeted teacher invitations and promotion. e.) Identify current 8th graders to recruit for AP track during registration in January. Staff Responsible for Monitoring: Tracey Besgrove Amy DeWeese Katie Kern	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: 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 groups as measured by STAAR, PBMAS, and district CBA assessments.

Evaluation Data Sources: STAAR, PBMAS, and CBA results

Strategy 1 Details	Reviews			
Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments. Actions: a. Align special education instructional practices to the literacy plan and Tier I priorities. b. Increase opportunities for collaboration between general education and special education teachers. c. Create weekly monitoring system for all Special Education students. d.) Assign SpEd caseworkers for each student receiving academic support through SpEd. e. Continue and expand the use of IXL to identify and remediate basic skills for Special Education students to accelerate growth in Math, English, and Science. f. Increase the number of students in special education taking CTE offerings that include industry based certifications. Staff Responsible for Monitoring: Tracey Besgrove Denise Jones Counselors Dee Pollack	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a collaborative process that requires general education and special education teachers to monitor student progress on a regular and consistent basis. Actions: a. Use of Aware Monitoring lists for all Special Education students and their case managers. b. Fifth Period Royal Time teacher will also serve as a progress monitor and will communicate with the teacher of record. Staff Responsible for Monitoring: Tracey Besgrove Special Education Department Chair - Denise Jones Gen ed teachers and Special Ed teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement system-wide instructional practices appropriate for ELs to increase TELPAS progress rate by 3 % on English Language Proficiency Status.</p> <p>Actions: a. Improve communication between new-comer program teacher and EA with sheltered teachers.</p> <p>b. Use of IXL for sheltered students in Math and ELAR.</p> <p>c. Training in SIOP and ESL Certification allowing for collaboration with district leadership on curriculum and resources.</p> <p>d. Creation of ESL files to collect and maintain data on ESL students and parental contact outside of the LPAC.</p> <p>e. Provide quality training for all instructional staff to engage and support English learners</p> <p>f. Monitor language proficiency and academic performance data to identify where additional support is needed.</p> <p>g. Communicate TELPAS testing schedule and writing window to teachers with clear instructions and deadlines.</p> <p>h. Clarify appropriate writing samples to be collected in all subjects</p> <p>i. TELPAS testing occurs over the window and allows for completion of all parts of TELPAS</p> <p>Staff Responsible for Monitoring: Tracey Besgrove ESL Teacher Gen ed teachers of EL students</p> <p>Funding Sources: ESL Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				


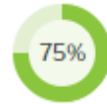




Strategy 4 Details	Reviews			
Strategy 4: Evaluate current RtI processes and make adjustments in order to achieve system coherency Actions: a) Monitor and adjust use of Royal Time to ensure that Tier II & III students are using available resources with fidelity. b) Identify gaps in the implementation of the campus academic RtI plan. c) Develop a corrective action plan for the campus. ie: online tutorials for struggling learners. d) Revise and edit components of the campus academic RtI plan as identified in the gap analysis. Staff Responsible for Monitoring: Tracey Besgrove Dr. Frankie Norris Amy DeWeese Katie Kern Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$635,709	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue implementation of the district and campus continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom. Actions: a. Train all staff on how to access, collect, and disaggregate relevant data. b). Send teams to visit campuses who model effective use of data. c.) By December, all PLC teachers will keep data binders that show effective tracking of student progress. d.) All STAAR tested students track their own data through the use of student data folders by the start of the first semester. d. Collect evidence and artifacts from classroom walk-throughs regarding successful use data with the goal of moving to a full PDSA model by the end of the year. Staff Responsible for Monitoring: Assistant Principals Academic Dean Instructional Coach Principal	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Engage parents and community in the educational process. Actions: a. Create campus wide communication system through weekly newsletter. b. Create campus wide communication system for teacher developed progress reports in each subject area. c.) Send weekly letter to all parents who are currently failing with tips and resources to help them be successful. d) Increase social media presence by 100% with goal of at least 15 postings each week that highlight activities, both academic and extracurricular, going on at RHS Staff Responsible for Monitoring: Katie Kern Principal Assistant Principals Darlene Tate Shelley Marshall	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: 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 a campus administered survey of student perceptions.









Evaluation Data Sources: Character Strong Lessons and Character Dares
Character Strong Surveys
Gallup Student Poll

Strategy 1 Details	Reviews			
Strategy 1: Identify and deploy district-approved programs that teach social-emotional skills Actions: a. Implement Character Strong during Royal Time b. Continue Hope Squad with curriculum focusing on peer intervention c. Character Strong Lessons and Curriculum throughout the school during Royal Time Staff Responsible for Monitoring: Principal Darlene Tate Shelley Marshall All Teachers Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: 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 behavior RtI tiers 2 and 3.









Evaluation Data Sources: Student Discipline Referrals and DAEP Placements

Strategy 1 Details	Reviews			
Strategy 1: Utilize the district behavioral RtI plan Actions: a) Behavioral RtI committee including stakeholders from parents, teachers, administrators. b) Provide training on the district behavior RtI plan. c) Identify needed support systems. d) Provide a menu of options of Restorative Discipline systems for campus implementation. e) Utilize Restorative Discipline systems at Richland High School. Staff Responsible for Monitoring: Assistant Principals Counseling Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the behavioral RtI plan with fidelity. Actions: a) Offer a variety of options that reduces the amount of time the student is not in class. b) Using counseling strategies and discussing with teachers about different options they can use to keep students on task and motivated. c) Train campus leaders to implement the behavior RtI plan. d) Evaluate the implementation of the behavior RtI plan. e) Monitor the assignment of students to DAEP and their subsequent behavioral progress. f) Continued implementation of Behavioral RtI. Staff Responsible for Monitoring: Assistant Principals Counseling Staff	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. Our goal is 96%.







Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Develop an implement a campus-wide program to incentivize student and staff attendance. Actions: a) Promote attendance through competition and rewards. b) Coordination with a student support specialists to work with students on an individual basis to determine root cause. c.) Create Principal's Advisory Council consisting of students from each grade level and background to explore problems and solutions , including attendance, here at RHS. d.) Work with other secondary principals to create list of best practices when it comes to improving attendance. e.) Communicate with parents and students to importance of attendance through weekly newsletters/videos. Staff Responsible for Monitoring: Assistant Principals Attendance Clerks Graduation Coach Truancy Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and deploy continuous improvement processes in classroom instruction. Actions: a) Create, monitor and train on staff on data collection and collaborative discussions to foster the improvement cycle. b) Use of CBA Data Protocols, Interim Assessments within PLCs to assess and improve instruction specific to TEKS and student learning needs. c) Administration team has created a system to collect data and reflect upon the process for safety initiative, monitoring literacy, and improving professional development. The team meets periodically to use the PDSA cycle for course correction. Staff Responsible for Monitoring: Assistant Principals PLC's Department Chairs Academic Dean	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 on campus.

Evaluation Data Sources: End of Year Lexiles and Performance ELA EOCS







Strategy 1 Details		Reviews			
Strategy 1: Foster a culture of continuous improvement across the campus to improve student achievement and increase student and staff well being. Actions: a) Create campus wide expectations for both students and staff at the start of the school year that includes a campus wide intentional rollout of those expectations. b) Utilize Character Strong to improve teacher relationships and increase morale. c) Utilize student survey data to direct SEL programming through the classroom and Royal Time. Monitor Royal Time to ensure fidelity by all teachers. d) Create campus wide student incentive program to recognize those students who are exhibiting traits we desire at RHS. e) Encourage all staff members to join PTA Staff Responsible for Monitoring: Principal Asst Principals Department Chairs		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: Survey of campus stakeholders - Safety
Survey of campus stakeholders - Character Strong







Strategy 1 Details		Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. Actions: a) All administrators display high visibility practices in hallways and classrooms.		Formative			Summative
		Nov	Jan	Mar	June

<p>b) Implement district provided safety resources including security guards, additional cameras in cafeteria and hallways</p> <p>c) Use of Navigate 360 for all safety drills</p> <p>d) Conduct safety drills each month and document</p> <p>e) School Safety Committee will meet each month</p> <p>d) Variety of student clubs and organizations to be inclusive of all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counseling Staff All Faculty All Staff</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.



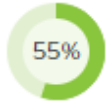





Evaluation Data Sources: Workers' compensation claims and days missed due to accidents

Strategy 1 Details		Reviews			
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment. Actions: a) Have all staff review all Covid safety protocols and procedures. b) Review and update the campus accident prevention plan and related department safety plans during bi-annual safety meetings with faculty. c) Require staff to review district plan and related department plans through the Safe Schools platform d) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments: Stop the Bleed, Evacu-chairs e) Continue Safety Committee meetings per district plan. f) Review and report claim information per the district plan g) Perform campus/building safety walk throughs as required by district plan g) Teachers encouraged to be spectators rather than participants in physical competitions with students h) Use of district provided stools and ladders for safety compliance Staff Responsible for Monitoring: Principal Assistant Principals Department Chairs		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: College Readiness Data and Health Surveys

Strategy 1 Details	Reviews			
Strategy 1: Deliver current and accurate information regarding college readiness. Actions: a) Create and employ counseling and guidance programs which include student and parent involvement. Sessions to include: Lexiles, college admission process, financial aid, scholarships and college testing (TSI). b) Create and disseminate information comparing and contrasting Advanced Placement with Dual-credit courses to help students and parents make informed decisions for college preparedness. c) Offer college night with an interactive board of experts to answer questions and share information with students and parents. Possible variation could be panel discussion via Zoom Staff Responsible for Monitoring: Counselors Academic Dean	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and maintain a campus-wide coordinated health program. Actions: a) Social Emotional learning with staff and students utilizing Character Strong lessons focused on a sense of belonging. Utilize survey data to monitor progress. b) Provide SEL support for all learners c) Implement Life Lines Suicide prevention curriculum Staff Responsible for Monitoring: Principal Crisis Counselor Nurses	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Birdville Independent School District

Haltom High School

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: We will achieve a 5% (minimum) growth on the EOC tests at the "meets" or "masters" level for every identified at-risk student group (SPED, EB and White students).




Evaluation Data Sources: Campus and District summative assessment data





Final STAAR EOC testing data



PLC meeting notes





Individual student monitoring

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Administrators and Department Chairs (DC) will coach and support Professional Learning Community (PLC) Leads and teachers to clearly define and monitor campus and district instructional expectations. Actions: Ongoing targeted professional learning opportunities Consistent C & I presence at Professional Learning Community (PLC) meetings for STAAR EOC tested subjects - REVISED Jan 2022 Ongoing reinforcement and coaching of strategies and instructional expectations Staff Responsible for Monitoring: Administration, Campus C & I team, and Leaders of Learners (LOL) Team TEA Priorities: Recruit, support, retain teachers and principals - - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year. Actions: Administrator and C & I classroom observations with timely and specific feedback - Minimum of 2 walkthroughs per teacher, per year - REVISED Jan 2022 Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022 Increased observations and feedback in classes with special populations Staff Responsible for Monitoring: Administrators, Campus C & I team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus Professional Learning Communities (PLC) will engage in thorough data digging processes to identify and discuss ways to close gaps in learning. Actions: Identification and communication of students needing additional intervention Focused Professional Learning Community (PLC) meetings in STAAR EOC tested subjects Common assessments and data disaggregation in STAAR EOC tested subjects Campus C & I support at STAAR EOC PLC meetings - REVISED Jan 2022 Classroom observations to ensure effective instructional strategies are taking place Staff Responsible for Monitoring: Administrators, Campus C & I team, PLC Lead Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Students who were coded as "absent" or "other" during Sp 2021 testing (or who have failed an EOC in the past) will engage in ongoing accelerated instruction (AI) in alignment with the requirements of HB4545. Actions: Students coded "absent" or "other" will take a BOY assessment to determine AI needs Identified students will be provided with ongoing accelerated instruction opportunities before/during/after school and on select Saturdays Staff will continuously track progress of identified students to ensure progress in meeting 30 hour requirement per subject needed An incentive program will be established to encourage student engagement and participation - REMOVED Jan 2022 (It was determined that ESSER funds cannot be used for this purpose) Communication with identified students and parents will be ongoing through EOY or until student passes applicable EOC Staff Responsible for Monitoring: Campus C & I team, Principal, ESSER Tutors/Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: ESSER Tutors - ESSER - \$116,042		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 2: We will provide increased College Career & Military Readiness (CCMR) opportunities for all students and closely monitor graduation potential of current seniors (providing early interventions as necessary) as evidenced by 90% of the senior class meeting 1 or more performance objectives.

HB3 Goal

Evaluation Data Sources: CCMR End of Year (EOY) data

Individual Graduation Committee (IGC) documentation





Graduation Rate







Documentation of military recruiters and college visits (virtual, face-to-face)

Edgenuity documentation

Other intervention documentation

Parent/Student communication documentation

Strategy 1 Details	Reviews			
Strategy 1: We will promote and communicate opportunities for 10 - 12th grade students to participate in PSAT & SAT testing and we will provide multiple opportunities for all students to practice test content. Actions: Communication of PSAT & SAT testing to 10 - 12th students through multiple platforms Khan Academy PSAT & SAT practice embedded in Buff Time bi-weekly Individualized communication for testing to students and parents identified through Collegeboard's AP Potential reports 10th - 12th Grade PSAT & SAT participation rates SAT Bootcamp offered for PSAT top 80 juniors - ADDED Jan 2022 Offer ASVAB testing for students interested in the military - ADDED Jan 2022 Staff Responsible for Monitoring: Administrators, Academic Dean, Counselors, Graduation Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: AVID seniors (100%) will be accepted to college or military and AVID seniors will be exposed to college and military opportunities on an ongoing basis. Actions: AVID seniors will participate in face-to-face and virtual college visits HHS campus will promote a "college going" atmosphere AVID teachers will ensure students have completed college entry requirements Multiple colleges, recruiters, business professionals, and Haltom graduates will be invited to speak to AVID seniors about opportunities after graduation - REVISED Jan 2022 Staff Responsible for Monitoring: AVID Coordinator & Site Team, Academic Dean, Graduation Counselor, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: We will identify and provide early interventions for seniors in danger of not graduating and HHS Graduation Coach will conduct frequent meetings with all students in the 2021-22 cohort who are in a credit deficient. Actions: Appropriate teachers, assistant principals and counselors will be notified of identified students in an effort to provide additional targeted support Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed Students will be provided additional support (as needed) for external school factors inhibiting school performance Staff Responsible for Monitoring: Graduation Coach, Academic Dean, Assistant Principals, Counselors, Teachers Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$754,657	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: We will reduce the percentage of Special Education students who receive In School Suspension (ISS) and Out of School Suspension (OSS) due to disciplinary issues by 5% in each grading period.

Evaluation Data Sources: Skyward Discipline Data reports

Discipline Training agendas from campus professional learning

Discipline Flow Chart

Classroom Walkthrough Data & Checklists

Strategy 1 Details		Reviews			
Strategy 1: We will use CHAMPS campus-wide and provide student incentive programs in an effort to decrease disciplinary issues for all students. - REVISED Jan 2022 Actions: CHAMPS posted and evidence of use in all classrooms Ongoing reinforcement of CHAMPS and other classroom management techniques - REVISED Jan 2022 Campus-wide use of HHS discipline flow-chart Implementation of behavior incentive programs for students - ADDED Jan 2022 Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals, Department Chairs, Office Support Staff ESF Levers: Lever 3: Positive School Culture		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: We will monitor core staff on their consistent use of literacy building strategies that benefit all students through AVID walks and administrative walk-throughs documented in Eduphoria.







Evaluation Data Sources: Student work samples and artifacts

Professional Learning agendas with a Literacy focus as evidenced by the use of AVID strategies that specifically support EB students.

Classroom observations

ELA assessment data (interims, compositions, EOC, Star 360) - ADDED Jan 2022

Strategy 1 Details	Reviews			
Strategy 1: All teachers will be trained on AVID Reading and Writing strategies and will commit to implement one strategy for each multiple times throughout the year. - REVISED Jan 2022 Actions: Beginning of Year (BOY) professional learning on AVID Reading & Writing strategies - REVISED Jan 2022 Ongoing AVID training for Reading & Writing Strategies - REVISED Jan 2022 Implementation of an artifact upload schedule for all departments requiring submission of Reading & Writing artifacts 3x per year - REVISED Jan 2022 Staff Responsible for Monitoring: Academic Dean, AVID Elective Teachers, Department Chairs TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide. Actions: Consistent administrator and C & I classroom observations with timely and specific feedback Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022 Increased observations and feedback in classes with special populations Staff Responsible for Monitoring: Administrators, Campus C & I team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: All teachers will engage students in AVID Reading & Writing strategies on a consistent basis throughout the year. - REVISED Jan 2022 Actions: Student artifacts Focused professional learning opportunities for staff Classroom observations Staff Responsible for Monitoring: Administrators, Campus C & I team, Department Chairs TEA Priorities: Build a foundation of reading and math		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: All teachers will participate in the ongoing professional learning of strategies and best practices to support and grow literacy in Emergent Bilinguals (EB) and all students through cross-curricular collaboration regarding consistent use of SIOP best practices once per grading period.

Evaluation Data Sources: Professional Learning agendas with a Sheltered Instruction focus (August 15 2022, Sept/Oct trainings during Lunch & Learns with core areas, sheltered training in Oct 2022).

Ongoing collaboration opportunities with district Multilingual Services Department (push-in lessons and planning with teachers)

Classroom observations and walk-throughs in Eduphoria (Ketcham with SS in Sept, walks with Baylor, Vance)

Strategy 1 Details	Reviews			
Strategy 1: We will collaborate with the Multilingual Services department to ensure all teachers are trained in sheltered instruction. Actions: Targeted professional learning throughout year focusing on building reading/writing/listening/speaking skills in Emergent Bilinguals (EB) and all students Ongoing monitoring of the academic progress of EB students Increased technology use with EB students in an effort to build familiarity with Texas English Language Proficiency Assessment System (TELPAS) testing process Staff Responsible for Monitoring: Teachers, TELPAS/EL Administrator, Academic Dean TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Funding Sources: Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure strategies are being implemented campus-wide. Actions: Consistent administrator and C & I classroom observations with timely and specific feedback Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022 Increased observations and feedback in classes with special populations Staff Responsible for Monitoring: Administrators, Campus C & I team	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 3: We will promote the ASPIRE program to all students using multiple platforms in an effort to provide additional academic enrichment opportunities outside of the school day for reading and math as evidenced by increased enrollment from May 2022 to May 2023.

Evaluation Data Sources: Artifacts of communication (flyers, emails, social media posts, etc...)

ASPIRE student participation counts BOY/MOY/EOY

ASPIRE student academic performance

Artifacts of collaboration between ASPIRE and other campus programs (SAT Prep, AI, Homework Help Line) - ADDED Jan 2022







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

Performance Objective 1: Social emotional learning will be a priority for all students and staff.

Evaluation Data Sources: Character Strong implementation in Buff Time

Social Emotional Learning (SEL) student survey data BOY/MOY/EOY - REVISED Jan 2022

Buff Time lesson plan agendas







Strategy 1 Details	Reviews			
Strategy 1: Teachers will continuously engage students in Social Emotional Learning (SEL) lessons throughout the year. Actions: Teachers will commit to using the Character Strong curriculum each Friday during Buff Time. Teachers will engage students in the Character Strong curriculum on a weekly basis. Student groups will help to promote Character Strong as part of school culture. Student survey conducted BOY/MOY/EOY to track students' social-emotional well being and safety at HHS - ADDED Jan 2022 Staff Responsible for Monitoring: Crisis Counselors, Counselors, Administrators, Academic Dean, Character Strong team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<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 2: We will improve and maintain ongoing communication with parents in a thorough and timely manner through social media and Blackboard use for all campus events as evidenced by a 10% increase in parent participation in community events from August 2022-May 2023.

Evaluation Data Sources: Parent contact documentation via attendance contact program, teacher contact logs.

Social media documentation provided to district consistently.

Strategy 1 Details	Reviews			
Strategy 1: We will communicate important information with parents and the HHS community in a timely manner through the use of multiple platforms. Actions: All school communication will be posted on multiple social media platforms in an effort to reach a larger audience. Text/Email/Phone call blasts will be utilized and sent in English and Spanish (when possible) HHS website will be updated frequently Staff Responsible for Monitoring: Designated Admin, Campus Media Specialist ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 30%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Birdville Independent School District
Collegiate Academy Of Birdville
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: CAB will increase scores in Algebra I to meet ECHS requirements for distinction - over 50% of students will Meet Grade Level and over 40% will Master.

High Priority

Evaluation Data Sources: interim assessments; grades in Algebra course; demonstration of mastery in Khan Academy

Strategy 1 Details	Reviews			
Strategy 1: Implement Numeracy Program in which teachers are required to include numeracy component to instruction in every content at least in each unit. Actions: Action Item in each planning meeting Staff Responsible for Monitoring: Gerard TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Assess math regression and deficits with Renaissance, Khan Academy, and IXL through targeted mastery lessons Actions: identify students in need from data and current performance schedule students needing help for tutorials and/or move student into double-blocked AI class Staff Responsible for Monitoring: Lindsey, Gerard TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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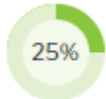
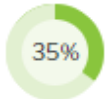
Strategy 3 Details	Reviews			
Strategy 3: Place students in need of AI in double-blocked Algebra class for additional tutoring and support. Actions: Class scheduled Students enrolled Add students as data identifies needs Staff Responsible for Monitoring: Lindsey, Gerard TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


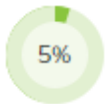




Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: All freshmen will pass the TSIA2 Reading and Writing exam by the end of freshman year.

High Priority

Evaluation Data Sources: interim assessment scores; grades in English I and II; demonstration of mastery on practice exams

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of Literacy Program with Reading Across the Curriculum with required reading and writing assignments in all content areas each unit. Actions: Discuss as action item at each planning meeting. Staff Responsible for Monitoring: Gerard TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
Strategy 2: Implement teacher-led Reading Clubs once per semester Actions: Teachers select books. Students sign up for Clubs. Clubs follow reading schedules with discussions bi-weekly. Staff Responsible for Monitoring: Williams, Gerard TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	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: All juniors will pass the TSIA2 Math exam by the end of their junior year, and 60% will pass by the end of their sophomore year.

High Priority

Evaluation Data Sources: scores in Algebra II; demonstration of mastery on practice exams; scores on TSIA2







Strategy 1 Details	Reviews			
Strategy 1: Use results of TSIA2 Diagnostics to determine course of study in Renaissance and Khan to develop missing content knowledge and skills. Actions: Hanrahan, Gerard Problem Statements: Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Continue to require test prep as a component of AVID with monitored progress. Actions: Determine areas for growth for each student - diagnostics. Assign minimum progress needed each week through AVID Monitor results Staff Responsible for Monitoring: Cheyne, Beshel, Hanrahan, Diehl TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	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: All CAB students will grow 2 years or more in reading abilities until they reach college level performance, as measured from Spring of previous year by EOY Renaissance Screener.







Evaluation Data Sources: Renaissance scores

Strategy 1 Details	Reviews			
Strategy 1: Strategies for Objective 2 Problem Statements: Student Achievement 2	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: All CAB students will grow 2 years or more in math abilities until they reach college level performance, as measured from Spring of previous year by EOY Renaissance Screener.

Evaluation Data Sources: Renaissance scores







Strategy 1 Details	Reviews			
Strategy 1: Strategies for Objectives 1 & 3 Problem Statements: Student Achievement 1	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 6:

Students will display an awareness of social-emotional development as measured by a campus-administered student survey each 9-week term.

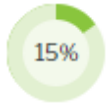





Evaluation Data Sources: survey results

Strategy 1 Details	Reviews			
Strategy 1: Students will develop self-advocacy and problem-solving skills. Actions: 1. Train students on technology problem-solving including use of Help, submitting heat ticket, calling help line, etc. 2. Continue implementation of "Ask three then me." 3. Train students on Costa's levels of questions. 4. Continue to refine use of AVID Tutorials and shift to Study Groups with sophomores. Implement vertical alignment developed by AVID team incorporating more AVID Higher Ed components. Staff Responsible for Monitoring: Cheyne, Beshel, Hanrahan, Diehl	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) by 10% as compared to the prior school year, through improved student retention, recruitment, and days in attendance.



Evaluation Data Sources: daily/weekly/six week attendance; TCC attendance report

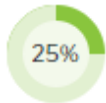





Strategy 1 Details	Reviews			
Strategy 1: Systematize awarding of House points for attendance Actions: Create scorecard Distribute scorecards Award points regularly Monitor results Staff Responsible for Monitoring: All teacher - points Monitoring - Gerard ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use Kaizen (continuous improvement) to identify and improve operations and outcomes through regularly scheduled meetings and classroom visits.







Evaluation Data Sources: meeting minutes; T-TESS notes

Strategy 1 Details	Reviews			
Strategy 1: Schedule regular Kaizen meetings bi-weekly to suggest and implement improvements in systems. Actions: Create agendas for meetings Bi-weekly meetings held Suggestions implemented Staff Responsible for Monitoring: Gerard TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Go to Gembah every week - classroom visit to one or more classrooms every week. Actions: Classroom visits Share observations Staff Responsible for Monitoring: Gerard	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: Eliminate issues with deadlines through holding regular planning meetings at both campuses.

Strategy 1 Details	Reviews			
Strategy 1: Schedule regular planning meetings for both campuses. Actions: Schedule meetings Hold meetings Staff Responsible for Monitoring: Gerard TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

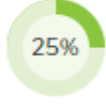





Performance Objective 4: Hold quarterly Leadership Meetings with TCC and BISD representation as required by the Blueprint.

Strategy 1 Details	Reviews			
Strategy 1: Schedule quarterly meetings through Dr. Clark's office and encourage TCC administration to participate. Actions: Contact Dr. Clark's office for scheduling. Schedule and inform TCC Hold meetings in September, November, and April Staff Responsible for Monitoring: Gerard ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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: Every 3 weeks hold CI meetings; incorporate plus/deltas into planning.







Evaluation Data Sources: meeting minutes

Strategy 1 Details	Reviews			
Strategy 1: Every 3 weeks hold CI meetings; incorporate plus/deltas into planning. Staff Responsible for Monitoring: Gerard ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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: Every week hold planning meeting on both campuses.







Evaluation Data Sources: meeting minutes

Strategy 1 Details	Reviews			
Strategy 1: Every week hold planning meeting on both campuses. Staff Responsible for Monitoring: Gerard TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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: Implement Behavioral RtI model pioneered by Haltom Middle School and reduce OOS and ISS to zero.

Evaluation Data Sources: behavioral data from spreadsheet and Skyward

Strategy 1 Details	Reviews			
Strategy 1: Implement Behavioral RtI model pioneered by Haltom Middle School and reduce OOS and ISS to zero. Staff Responsible for Monitoring: Gerard ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Birdville Independent School District

Birdville High School

2022-2023 Formative Review



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Goal 3: All students and staff will learn and work in a safe and responsive environment.	9














Goals

Goal 1: All 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: Increase STAAR Performance under Student Achievement (Domain 1) of the state accountability system by 2 points over previous year. (2022 = 91)

Evaluation Data Sources: Domain 1 performance in 2023

Strategy 1 Details	Reviews			
Strategy 1: Implement Tier 1 Priorities in each content area. Actions: Action A. Implement a process for monitoring implementation of tier 1 priorities Action B. Develop and implement a plan to increase leadership density throughout the system around Tier 1 priority implementation. Action C. Allocate necessary resources to implement Tier 1 priorities Action D. Use screener data to provide differentiated Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration, Department Chairs, and PLC Facilitators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Embed literacy instruction in all content areas within Canvas learning platform. Actions: Action A. All teachers receive Canvas training specific to their content areas. Action B. Use screener data and teacher feedback to make decisions on next steps. Action C. Tier 1 Priorities used in all content areas to enhance literacy instruction Staff Responsible for Monitoring: Campus Administration, Department Chairs, and PLC Facilitators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 3 Details	Reviews			
Strategy 3: Align and revise the comprehensive professional learning plan to address the needs of teachers for effective instructional delivery in both remote & face-to-face learning environments. Actions: Action A. Support the staff in accomplishing their personalized learning goals established in T-TESS. Action B. Allocate resources to support the professional learning plan. Action C. Provide a system for teachers to share or evidence their professional learning that align with Tier 1 priorities. Action D. Support teacher growth through collaborative walks focused on rigor Staff Responsible for Monitoring: Campus Administration, Department Chairs, and PLC Facilitators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs. Actions: Action A. Utilize case managers and/or ESL team for making decisions regarding programming, assessment, supports, and accommodations for all students receiving specialized services. Action B. Allocate resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student needs. Staff Responsible for Monitoring: Campus Administration, Campus SPED Case Managers, Diagnostician, ESL Team Additional Targeted Support Strategy Funding Sources: Personnel - 199 - General Funds: SCE - \$478,515	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas Actions: Tutoring with targeted students before school, during Hawk Time, and after school Staff Responsible for Monitoring: Campus administration and Instructional Coach Funding Sources: ESSER Tutors - ESSER - \$34,056	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All 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: Increase Academic Growth under School Progress (Domain 2) of the state accountability system by 3 points over previous

accountability data year. (2022 = 84)










Evaluation Data Sources: Domain 2 performance in 2023

Strategy 1 Details	Reviews			
Strategy 1: Establish and monitor a system of continuous improvement for the classroom Actions: Action A. Implement a coordinated plan for training teachers on classroom continuous improvement through PLCs and Departments lead by our LOL team Action B. Continue CI implementation process with classroom mission statements, PDSA, and student data folders. Staff Responsible for Monitoring: Campus Administration, Department Chairs, Leaders of Learners Team, and PLC Facilitators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas Actions: Tutoring with targeted students before school, during Hawk Time, and after school Staff Responsible for Monitoring: Campus administration and instructional coach	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All 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: Increase Relative Performance (% Eco Dis) under School Progress Domain of the state accountability system by 3 % points over previous accountability data year using the scale score. (2022 = 84)

Evaluation Data Sources: Domain 2 performance in 2023

Strategy 1 Details	Reviews			
Strategy 1: Monitor students served through special programs by following the district's framework to ensure equitable and responsive learning environments to close learn gaps. Actions: Action A. Investigate schools from our comparison group that have been successful in closing performance gaps to identify structures, strategies, processes or procedures that may be replicated within our campus Action B. Provide targeted learning opportunities to increase student performance for historically under-performing student groups Staff Responsible for Monitoring: Campus Administration, Department Chairs, Leaders of Learners Team Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas Actions: Tutoring with targeted students before school, during Hawk Time, and after school Staff Responsible for Monitoring: Campus administration and instructional coach	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 1: All 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: Bring back the English Language Proficiency Status score under the Closing the Gaps Domain of the state accountability system to 100%. (2018 = 100%, 2019 = 100%, 2021 = 0%, 2022 = 0%)

Evaluation Data Sources: Domain 3 performance in 2023

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Birdville High School met the target with a TELPAS progress rate of 43%. In 2020-2021 Birdville High School did not meet the target with a TELPAS progress rate of 29%. In comparing the progress rate from 2019 and 2021, Birdville demonstrated a 14% point decrease in students' English Language Proficiency Status. In 2022 the percentage of indicators met under EL Proficiency Status was 0%.




Strategy 1 Details	Reviews			
Strategy 1: Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas Actions: Tutoring with targeted students before school, during Hawk Time, and after school	Formative			Summative
	Nov	Jan	Mar	June








Staff Responsible for Monitoring: Campus administration and instructional coach				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By the end of the current school year, 100% of classrooms will develop and monitor class mission statements which include components of character development using our SEL curriculum.

Evaluation Data Sources: Campus survey data











Strategy 1 Details	Reviews			
Strategy 1: Recognize students exhibiting CORE values at the Outstanding Students of the 9 Weeks ceremonies. Actions: A) Design student tasks that provide them with experiences to develop CORE values centered around the Character Strong curriculum. B) Design activities that will integrate CORE values throughout the campus centered around the Character Strong curriculum. C) Recognize students who exhibit the CORE values at every Outstanding Students of the 9 Weeks breakfast recognition ceremony and on a bulletin board near the Cafe D) Implement a Digital Citizenship and Safety Program E) Create a bulletin board that provides students an opportunity to receive and give encouragement to others Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide classroom counseling lessons addressing relevant topics for our students through the Character Strong curriculum. Actions: A) Conduct Red Ribbon activities during Red Ribbon Week in October B) Create opportunities for mentoring relationships and meaningful conversations through Hawk Time C) Worth the Wait & Play it Safe programs led by campus clinic staff, contracted staff, and local PD address STDs and risks associated with sexual conduct D) Create a Students Serving Students organization/club on campus that consists of student leaders who can provide an outlet for their peers who are struggling with mental health Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.








Evaluation Data Sources: Annual review of student participation data from current school year

Strategy 1 Details	Reviews			
Strategy 1: Integrate programs and create conditions to provide students the opportunity to develop their talents, passions, and strengths beyond the core curriculum Actions: A) Create campus brochure of all campus clubs, organizations, and extracurricular programs and then promote these opportunities to students through our daily video announcements, daily e-newsletter and beginning of the year activities B) Develop students' concept of leadership and how school activities are the basis for developing those leadership skills C) Implement programs that provide students with opportunities to identify and develop their strengths in ways that enhance their thinking about engagement in the fabric of learning and discovery of one's talents and interests D) Lead Freshman classes in grade level meetings to orient to campus and encourage participation and understanding of campus culture (including Fish Camp) Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create new student welcome packets and pair with a "friend" for first day's lunches Actions: Student Council Committee will put packets together including campus brochure, local finds, maps, and other applicable resources Staff Responsible for Monitoring: Student Council Sponsor	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: Reduce the number of recommendations or increase the number of commendations identified in district-wide safety audit as compared to prior audit results.








Evaluation Data Sources: Annual safety audit:

Strategy 1 Details	Reviews			
Strategy 1: Perform periodic school safety audits Actions: A) Scheduled safety audit for our campus through district's student services department B) Share audit results with staff leadership team and other appropriate personnel C) Prioritize concerns and develop a timeline to address these concerns Staff Responsible for Monitoring: Campus Administration, Security Officer, NRHPD Student Resource Officer	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 amount of time students are removed from the regular classroom due to disciplinary placements.



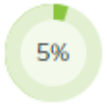







Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details	Reviews			
Strategy 1: Continue our locally developed campus-wide behavior / discipline management RtI program Actions: A) Train staff members on our campus wide behavior/discipline management RtI program B) Align campus discipline management programs with requirements of the district RtI plan. C) Conduct an evaluation of the implementation of the behavior RtI plan D) Monitor the assignment of students in the DAEP and their subsequent behavioral progress. E) Evaluate data from Tyler Pulse, Aware and screeners to identify academic trends of students assigned to ISS. 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: Increase the percentage of students and staff who report feeling safe at school.








Evaluation Data Sources: Safety survey:

Strategy 1 Details	Reviews			
Strategy 1: Collect perception data from students, staff and parents to identify strategies to improve campus safety. Actions: A) Implement strategies to address areas of need. B) Conduct at least the minimum number of required emergency safety drills during the school year. C) Facilitate after hours test of emergency system to ensure system is fully operational for drills. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communicate current systems in place that provide a safe school environment. Actions: A) Communicate the role of the Raptor system as a threshold security system. B) Communicate the importance of staff and students wearing IDs during Due Process and beginning of year Class and Staff meetings. C) Verify student schedule and/or ID for students leaving campus during 5th period for BCTAL. D) Administration, SRO and security will be visible during passing periods. E) Communicate the use of E-Hallpass to limit the number of students in hallways and know their location when outside of the classroom. F) Utilization of Navigate 360 program with all staff members Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<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 4: Reduce the number of accidents resulting in workers' compensation claims and lost work days each year.

Evaluation Data Sources: Quarterly review of workers' compensation program

Strategy 1 Details		Reviews			
Strategy 1: Implement the district-wide safety program Actions: A) Provide district training for staff B) Administer safety surveys for campus personnel C) Monitor the implementation of safety procedures Staff Responsible for Monitoring: Campus Administration		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Birdville Independent School District

BCTAL

2022-2023 Formative Review



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Goal 3: All students and staff will learn and work in a safe and responsive environment.	5

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 Birdville Center of Technology and Advanced Learning courses will promote learning by engaging in our Campus Culture of Literacy and preparing students with real-world hands-on experiences based on individual learning styles utilizing continuous improvement.

Evaluation Data Sources: Data collected from the Curriculum Review Instructional observations, differentiated instructional strategies, Career and Technology Lab experiences, internships, earned industry certification, and practicums related to content. Canvas courses/Lesson Plans. Literacy strategies observed and in lesson plans.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Lexile scores of students and analyze industry certification exams to better prepare students for the exams' reading level. Actions: Gather Lexile scores from the home campus Reading Screener. Staff Responsible for Monitoring: Principal, LOL, Academic Dean of Home Campus	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 2: Provide Birdville Center of Technology and Advanced Learning teachers with courses aligned to industry-based certification exams with ongoing instructional and technical support to enhance teacher instructional readiness and student success on industry-based certification exam

Evaluation Data Sources: Earned certifications, Canvas courses, Program Evaluations with Business Partners

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: Collaborate with Birdville Center of Technology and Advanced Learning teachers of courses aligned to industry-based certification exams to implement curriculum formative assessments in support of students' success on industry-based certification exams.

Evaluation Data Sources: The percent of students experiencing success on industry-based certifications. Assessments were used and percent of students increased from pre to post-test.

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

Performance Objective 1: Literacy: Birdville Center of Technology and Advanced Learning will practice literacy strategies learning in Professional Development across all content areas to provide support for our home campuses so that at least 90% of students show improvement in their reading levels.

Evaluation Data Sources: Passing rates on student certification exams as students will require to have the expected vocabulary and reasoning skills to pass these exams.

Strategy 1 Details	Reviews			
Strategy 1: Import Lexile levels of students from home campus reading screeners so BCTAL teachers can help assess needs before certification exams. Actions: Identify students who need assistance. Staff Responsible for Monitoring: Principal, Home-Campus Academic Dean	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary including, Special Education, English Language Learners, and 504 students attending the Birdville Center of Technology and Advanced Learning.







Evaluation Data Sources: Progress monitoring of students every three weeks through data mining. Teacher documentation of interventions and assistance provided. Home campus Special Education Departments contribute to the analysis of students who attend our campus.

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

Performance Objective 3: Recruitment and Marketing: Provide an increased opportunity for elementary and middle school students to experience classes and programs at the BCTAL through 5th grade and 8th-grade tours throughout the school year.

High Priority







Evaluation Data Sources: Increase in the number of student schedule requests throughout the next scheduling process.

Strategy 1 Details	Reviews			
Strategy 1: Provide building and program tours to all 5th-grade students and 8th-grade students throughout the school year. Actions: Scheduled visits from each elementary and middle school led by student ambassadors Staff Responsible for Monitoring: Principal, CTE Coordinators, Building Ambassadors	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: Create a positive, non-confrontational campus environment that will enhance learning and foster a positive, courteous campus atmosphere as evidenced by teacher/student attendance, student engagement and earned certifications.

Evaluation Data Sources: Student and Staff surveys (December and May), staff meetings and earned certifications.

Strategy 1 Details	Reviews			
Strategy 1: Students will enter the building from only two entrances to allow for in-person visual screening by BCTAL Staff. Actions: Students will only have electronic badge access at the front and back doors. Security and Reception will visually monitor students entering the building. Students will exit through the east side doors to buses or the parking lot. Staff Responsible for Monitoring: Principal, Security Guard, Receptionist.	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 number of accidents resulting in workers' compensation claims by 100% over the previous year and reduce the number of workdays lost each year due to accidents occurring on the job by 100%.

Evaluation Data Sources: Safety records report from Risk Management

Birdville Independent School District
Watauga Middle School
2022-2023 Formative Review



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Goals 3

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. 3

Goal 2: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment. 9

Goal 3: All students and staff will learn and work in a safe and responsive environment. 9

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 Lexile levels.









High Priority

HB3 Goal

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-12, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interims reading/ELA and mathematics (grades 6-8 and Algebra)

Strategy 1 Details	Reviews			
Strategy 1: Build capacity to implement the district literacy plan at the campus level Actions: a) Deploy campus leadership teams to lead the implementation of the District literacy plan b) Provide support for campus implementation plans c) Provide literacy training for all staff to build their capacity to implement campus literacy plans to enhance learning for all students Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners Funding Sources: Instructional Resources - 211 - Title I - \$500, Instructional Coach - 255 - Title II - \$82,073	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the literacy plan through established priorities for system-wide literacy practices. Actions: a) Infuse literacy-focused discussions into PLCs, monthly faculty meetings and Professional Development b) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation c) Assist with campus implementation of the district literacy plan to ensure that needed support systems are present d) Collect artifacts to support literacy implementation e) Implement training offered by the district to support general education and all special program teachers with instructional practices that aligns to the new STAAR redesign f) Increase teacher capacity in mathematics through participation in a district designed and implemented academy g) Participate in Middle School Math Grant with the Dana Center and ESC 11 Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners Funding Sources: Instructional Coach - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Communicate and assist teachers in implementing data informed and responsive teaching. Actions: a) Continue to conduct training on the personalized learning framework for all instructional staff b) Deepen the understanding and implementation of data driven responsive instruction c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement d) Conduct training on using data from multiple assessments (Istation, Star Renaissance and Interims) to inform instruction e) Implement training/professional learning developed by the district on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth f) Introduce and train teachers on 2.0 tier one priorities through district training and PLCs g) Continue to build capacity of the campus PLC process through support during district guided PLC days h) Continue to build capacity of instructional coach and principal/assistant principals through participation in district training on student-centered coaching i) Collect, analyze and use data for progress monitoring j) Communicate areas of concern in regards to under-performing student groups to ensure teachers target super groups in order to close learning gaps Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement a comprehensive plan for advanced students, including GT, that provides opportunities for rigorous learning beyond advanced coursework Actions: a) Train teachers of advanced academics classes through district approved/provided GT hours b) Expand genre options and rigorous text selections in advanced academics classes c) Provide campus professional learning for extension strategies d) Implement honors+ curriculum for gifted learners Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners Funding Sources: Instructional Coach - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals. Actions: a) Analyze data to determine progress in reading and English language development b) Daily utilization of Learning Agenda (Read, Write, Think, Discuss) c) Align research-based practices to support EBs with district tier one priorities Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, ESL Coach	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details		Reviews			
Strategy 6: Align processes that encourage and facilitate personalized learning for students Actions: a) Implement the district personalized learning framework aligned to district initiatives b) Conduct training for teachers to implement personalized learning with students c) Monitor and provide feedback to support campus implementation of personalized learning for students d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. e) Communicate areas of concern in regards to under-performing student groups to ensure teachers target super groups in order to personalize learning and close learning gaps Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners Funding Sources: ESSER Tutoring - ESSER - \$21,336, Personnel - 211 - Title I - \$36,653, Instructional Resources - 211 - Title I - \$25,000, Instructional Coach - 255 - Title II, Title I Tutors - 211 - Title I - \$11,000, Professional Development - 211 - Title I - \$45,000, Campus Personnel - 199 - General Funds: SCE - \$239,329		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 7 Details		Reviews			
Strategy 7: Improve Social Studies instruction to align with Tier I priorities, curricular standards, and state and local assessments. Actions: a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Social Studies Teachers ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		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 2: Close achievement gaps that exist for all under-performing groups and our designated super groups as measured by state and district assessments.







High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Improve instructional interventions for students with disabilities to align with Tier I priorities, curricular standards, and state and local assessments. Actions: a) Increase the opportunities for collaboration between gen ed and special ed teachers supporting their content area b) Provide professional development for gen ed teachers to respond appropriately to the needs of students with disabilities c) Utilize Edgenuity as appropriate d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. e) Track assessment data for students in super groups and provided targeted tutorials as needed Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners, District Special Ed Coordinator Funding Sources: Instructional Resources - 211 - Title I - \$26,098	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Implement system-wide practices appropriate for ELs. The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Watauga Middle School met the target with a TELPAS progress rate of 41%. In 2020-2021 Watauga Middle School again met the target with a TELPAS progress rate of 47%. In comparing the progress rate from 2019 and 2021, Watauga Middle School demonstrated a 6% point increase in students' English Language Proficiency Status. In 2021-2022, WMS met the target of 36%. For 2022-2023, our goal is to increase the target measure by a minimum of 3% and achieve at least 39%.</p> <p>Actions: a) Provide quality training for all instructional staff to engage English language learners b) Monitor performance data to identify where additional support is needed c) Engage in regular, scheduled discussions and shared strategies from ESL coach through PLCs d) Complete learning agenda (Read, Write, Think, Discuss) e) Track assessment data for students in super groups and provided targeted tutorials as needed</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, District ESL Coach, SIOP Team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and digital data folders</p> <p>Actions: (A) Expand continuous improvement implementation to include additional elements and tools (B) Continue to support and monitor implementation of continuous improvement in the classroom (C) Assist department chairs in professional learning and mentoring of continuous improvement strategies (E) Implement T-TESS student learning objectives for the purpose of demonstrating student growth as a part of the district-wide implementation of continuous improvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Enlist community and business partners to assist in providing support to students and families</p> <p>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) Design and implement a Family and Parent Engagement Policy D) Host a Title 1 Meeting</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ASPIRE Coordinator</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$2,538</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Implement the campus ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. Actions: a) Continue the ESSER plan that was approved by BISD in 2021-2022 b) Implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, ELs, dyslexia and other special populations) c) Monitor and ensure compliance to the ESSER plan and other campus plans that address closing achievement gaps d) Collect, analyze and progress monitor student data e) Track assessment data for students in super groups and provided targeted tutorials as needed f) Implement accelerated instruction according to HB4545 Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, AI Tutors ESF Levers: Lever 5: Effective Instruction	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: Reduce the number of students assigned to behavior RtI tiers 2 and 3







Evaluation Data Sources: Skyward Data, PEIMs, Data

Strategy 1 Details	Reviews			
Strategy 1: Implement the behavioral RtI plan with fidelity Actions: a) Provide training on the WMS behavior RtI plan b) Ensure all teacher use the campus PBIS system of CHAMPs with fidelity c) Utilize SuccessEd to input behavioral RtI student plans Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor campus-wide behavioral RtI program Actions: A) Train new staff to implement the campus discipline management program (CHAMPS) B) Align campus discipline management program (CHAMPS) with requirements of the district RtI plan C) Monitor the assignment of students to the DAEP and their subsequent behavioral progress Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment.

Performance Objective 1: Increase the annual total average daily attendance (ADA) to 96% as compared to the 95.6% for 2018-2019 school year (Due to Covid-19 skewing of 19-20, 20-21 and 21-22 data), through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: ADA per 6 weeks

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program that incentivizes student and staff attendance Actions: a) Utilize the funds provided by the Board to purchase student attendance incentives b) Communicate incentives for improved student and staff attendance to all stakeholders c) Monitor student and staff attendance and review progress on a nine-weeks basis d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, SBDM, Truancy Officer, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 60%		
<div style="display: flex; justify-content: space-around; align-items: center;">  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: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Safety survey 2016-17: 90.6% students; 95.7% teachers









Safety survey 2017-18: 91.4% students; 96.3% teachers

Safety survey 2018-19: 92.1% students; 96.5% teachers

Safety survey 2019-20: 83% students; 97% teachers

Safety survey 2020-21: 87% students; 93% teachers







Safety survey 2021-22: 92% students; 97% teachers

Strategy 1 Details	Reviews			
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. Actions: a) Use campus staff (i.e Safety and Security Admin, SRO, counselor, and crisis intervention counselor) to work with campus administrators and teachers to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. d) Conduct safety audits to identify security issues on campus. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. g) Schedule and monitor a minimum of two safety drills per month (1 fire and 1 other). Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Head Custodian, Security Guard, SRO	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Reduce the cost of accidents resulting in workers' compensation claims by 5% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 5%. In 2018-2019: 3 Workers' Comp claims filed; In 2019-2020: 0 Workers' Comp claims filed; In 2020-2021: 0 Workers' Comp claims filed; In 2021-2022: 4 Workers' Comp claims filed Actions: a) Develop and implement a campus-wide program that promotes an accident-free work environment b) Require staff to review district plan and campus plan through the SafeSchools platform c) Work with District Supervisors to provide mandatory safety training sessions d) Facilitate Safety Committee meetings per district plan e) Review and report claim information to decision makers f) Perform campus/building safety walk-throughs as required by district plan Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Nurse, Head Custodian, Security Guard, SRO	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: Student investment in school and academics will display dispositions indicative of high levels of social-emotional development by building meaningful relationships with peers and mentor teachers

Evaluation Data Sources: As measured by voluntary survey conducted in lunches over mentoring topics; as measured by decrease in bullying instances; as measured by decrease in disciplinary referrals and overall semester grades

Strategy 1 Details	Reviews			
Strategy 1: Continue daily mentoring program to build relationships in small groups using SEL, growth mindset, self-management skills and personal accountability. Actions: a) Utilize a Mentoring committee to assess and evaluate the effectiveness of the SEL program b) Develop daily mentoring lessons in three strands: i. SEL (Character Strong and Mind Up) ii. Skyward Management iii. Organization and Communication Skills (AVID and Common Sense Education) c) Utilize survey data from mentoring groups to improve lessons d) Encourage student/staff participation in college/military/trade shirt day to build community and instill urgency for higher education e) Utilize BISD SEL Character Traits: Trustworthiness, Responsibility, Caring, and Citizenship to host Outstanding Warrior Treat Days Staff Responsible for Monitoring: Principal, APs, Academic Coach, Counselors, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Birdville Independent School District
Smithfield Middle School
2022-2023 Formative Review



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Goal 3: All students and staff will learn and work in a safe and responsive environment.	8



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.

HB3 Goal

Evaluation Data Sources: Secondary: Renaissance STAR Assessments (grades 6-8, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interim reading/ELA and mathematics (grades 6-8, and Algebra)

Strategy 1 Details	Reviews			
<p>Strategy 1: Support the implementation of Tier 1 priorities within each content area with major focus on bringing all Tier 1 priorities back online to 2018-19 levels.</p> <p>Actions: A. Create campus wide PGSLO based on reading levels-each department will create strategies to implement department wide to support literacy-reading, writing, speaking, and thinking.</p> <p>B. All classes will incorporate the use of word walls in instruction and will engage students with the vocabulary required by the standards.</p> <p>C. Math instruction will include using the "Interactive Word Wall" in order to gain understanding of vocabulary and see visible representations of terms/concepts.</p> <p>D. Social Studies will collaborate with ELAR to find opportunities to blend content, so ELAR can support social studies curriculum with reading and writing.</p> <p>E. Students will be responsible for tracking their own data with the use of data binders by the end of the year.</p> <p>F. Science will intentionally focus on content specific vocabulary to enhance understanding of the curriculum.</p> <p>G. ELAR, Social Studies, and math will implement the Workshop model for instruction.</p> <p>Staff Responsible for Monitoring: Department Chairs Campus Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: ESSER Tutors - ESSER - \$8,070, Instructional Coach - 255 - Title II - \$86,695</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 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

HB3 Goal







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

Strategy 1 Details	Reviews			
<p>Strategy 1: Content teacher and In-Class-Support teacher plan together to address emergent bilingual and special education students' needs based on various data sources</p> <p>Set-up systems of support throughout the campus for addressing under-performing students' needs.</p> <p>Actions: A. Establish baseline using BOY screeners, and teacher made assessments to establish student target groups for Response to Intervention (RtI) and Accelerated Instruction (AI). We also use this data for our special education case manager loads.</p> <p>B. Collaborate with Emergent Bilingual (EB) specialists for targeted support for EB students who need additional language support. Also, provide Sheltered Instruction Observation Protocol (SIOP) training to core content teachers.</p> <p>C. Content teachers meet with co-teachers to plan for specific supports for EB and special education students.</p> <p>D. Design master schedule to reduce class sizes of inclusion classes if possible. Emphasis should be on creating multiple inclusion classes per subject.</p> <p>E. Assign caseworker for all special education students to monitor grades and progress in all subjects with priority being reading/history.</p> <p>Staff Responsible for Monitoring: Caseworkers Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Personnel - 199 - General Funds: SCE - \$180,997</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.







Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
Strategy 1: Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School. Actions: A. Continue to use multiple systems to recognize students who consistently display positive behaviors on a daily basis-including ice cream cards, TRUST CARDS, Raider Reward Room, Raider Bucks, GOOD!, Be Kind, and Good News Call of the Day. B. "Staying Inside the Circle" form to monitor and track classroom/campus discipline issues. C. Offer one parent information session covering parenting of teens and common teen behavior and development. (Spring 2023) D. Maintain district Character Counts program through 5th period advisory time once a week. E. Recognize students who display CORE value characteristics. (Good news call of the day, newsletter spotlight, etc.) F. Create positive campus culture through the use of student lead video announcements. G. Raider Rewards Room is to reward students who consistently display the traits that we want all of our students to have. H. Focus on a campus wide "Soft Skill" of the week. I. Bring back small group counseling sessions based on the needs of our At-Risk students due to grades, behavior, or outside of school situations. Staff Responsible for Monitoring: Counseling Department, Department Chairs, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: Create a culture of respect and expectations for students to be successful.







Evaluation Data Sources: Behavioral RtI data records, Discipline Reports, Staying Inside the Circle form data

Strategy 1 Details	Reviews			
Strategy 1: Implement a school-wide PBIS (CHAMPS) to provide targeted structure and expectations across the campus. Actions: A. Every teacher will create classroom expectations based on the CHAMPS model, so students will know what is expected in the classroom based on what the teacher has students doing (independent work, group work, lab work, testing). Teachers are expected to start with two expectations for student behavior (independent work and group work). B. All Smithfield Middle School administrators will practice a high visibility philosophy before, during, and after school as well as at all school sponsored activities. C. Hold behavioral RTI committee meetings to review discipline data every four weeks and recommend Tier Placement and interventions. D. Teachers will continue to utilize the "Staying Inside the Circle Form" for a strategy to redirect students on actions that are deemed appropriate for teachers to address. E. Establish restorative discipline practices throughout the levels of misconduct, so students have an opportunity to restore the relationship with the teacher. Staff Responsible for Monitoring: Campus Administration, Staff	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: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details		Reviews			
Strategy 1: Monitor attendance rate to identify low attendance and promote attendance at school through a reward system. Actions: A. Run attendance reports every three weeks to identify students who start displaying poor attendance. B. Continue practice of rewarding students with good attendance at the end of every grading period through the use of Raider Bucks store and Raider Reward Room. C. Post current attendance rate and goal on all newsletters, schedules, and announcements D. Post daily attendance rate taken by teacher and run reports at the end of the day to identify teachers not taking attendance. Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Attendance Officer,		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 department and campus.



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





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will rely on data to plan lessons, instruct students, and assess students. The PSDA process will be evident in their practice.</p> <p>Actions: A. Continue strategic use of data on a weekly/4 week/9 week timeline. Empowering both teachers and students to own their data.</p> <p>B. All assessments will be common and teacher written, and teachers breakdown, compare, and discuss data with goal being to be within 3-5% of co-teacher.</p> <p>C. Teachers will implement district initiatives when planning, teaching, and assessing (tier 1 priorities and PSDA, 5 PLC questions).</p> <p>D. Revisit PLC operations by creating schedules, operating norms, lesson review protocols, and peer observations through Raider Rounds.</p> <p>E. Conduct bi-weekly Department Head meetings.</p> <p>F. Establish communication system that includes-weekly failure letter to parents, missing work call-out, weekly progress reports from core subjects, Staff daily dashboard, weekly/monthly staff calendar/newsletter, and parent newsletter using constant contact.</p> <p>Staff Responsible for Monitoring: Campus wide</p> <p>Funding Sources: Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%	 75%		
<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 90% or higher on the school safety survey that is administered to students, staff, and parents.

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

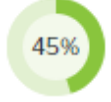





Strategy 1 Details		Reviews			
Strategy 1: Infuse Community of Respect (CORE) values into all elements of the school culture Actions: A) Reinforce CORE values by integrating those values through the implementation of soft skills lessons with an emphasis on directly linking those values to the portrait of a graduate. B) Present Character Counts lessons on a weekly basis through 5th period advisory time. C) Support CORE values through various student incentive programs across grade levels. Examples-TRUST cards, Staying Inside the Circle form, and Raider Bucks. These programs focus on continually recognizing students who display positive attributes. D) Integrate CORE values into weekly video announcements. E. Accept feedback on the efficiency and effectiveness of our safety drills (secure, lockdown, evacuate, shelter). Staff Responsible for Monitoring: Crisis Counselor and Lead Counselor, Allen		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: Create a culture of safety among the staff for awareness. Actions: A. Conduct safety and health training in accordance with BISD Employee Safety Plan throughout the year. B. Inform staff of safety and accident prevention equipment throughout the building using weekly staff newsletter and video announcements. C. Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues. D. Review district/campus incidents to identify possible safety issues, and discuss with the staff those areas to be aware of. E. Post/distribute (Toilet Tabloids) educational information regarding proactive safety and health concerns. Staff Responsible for Monitoring: Campus Administration, Head Custodian, Cafeteria Manager, security guard, SRO	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Birdville Independent School District
Richland Middle School
2022-2023 Formative Review



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Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. 16

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2023 school year. 20

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 between the beginning and end of year.







High Priority

HB3 Goal

Evaluation Data Sources: Richland Middle School Students will be measured for growth using the Screener and Istation for Reading.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement PDSA cycles to allow staff and students to monitor student growth during the school year and to determine students at risk of not reaching 1 years growth.</p> <p>Actions: 1.) Interventionists will meet with Tier 2 and 3 students to conduct individual PDSA cycles on a monthly basis following progress monitoring tests.</p> <p>2.) Admin/academic coach will monitor pdsa data and meet with teachers/interventionists as needed to support PDSA cycles.</p> <p>3.) Students will monitor their Student Evidence on a weekly basis and reflect upon personal growth.</p> <p>4.) District Personnel will provide PLC training to all core departments by the end of October about effect PDSA use in the classroom.</p> <p>Staff Responsible for Monitoring: Reading interventionists Reading/ELAR teachers ELAR secondary content coordinator Academic coach District PAR Administration Students</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Instructional Coach - 255 - Title II - \$73,506</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth.</p> <p>Actions: 1.) All Core teachers will utilize reading strategies within their content on a weekly basis to support the learning of all students. Emphasis will be placed on student mastery of the strategy. This goal will be measured by monitoring interim and STAAR 2023 data.</p> <p>2.) Admin and academic coach will utilize targeted walkthroughs to determine saturation of reading strategies in classrooms. This process will be measured by three strategic walkthroughs throughout the year. The first will be in mid fall with the second in late winter and last early spring.</p> <p>3.) Academic Coach will provide intentional structured training during PLC's throughout the year for educators to assist with implementation of reading strategies in all core content areas.</p> <p>Staff Responsible for Monitoring: All Core teachers All CATE teachers Academic Coach Administration ELAR secondary content coordinator</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Offer ongoing professional learning during PLC that will positively impact the success of our EB students. Actions: 1.) Take a chunk and chew approach each nine weeks when it comes to tackling different ways to successfully work with EB students. We can start with Ellevation by teaching the educators how to access the program and teaching them how to understand the data. This process will be monitored by the assessment of TELPAS in the spring of 2023. 2.) Future topics will be based on the needs of students as revealed through data, PLCs and campus walks. Staff Responsible for Monitoring: EB District Representative EB Teachers Academic Coach Administrator over EB TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1		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 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR .



High Priority



HB3 Goal



Evaluation Data Sources: Richland Middle School will experience gains in STAAR 2023 scores so that we can begin to walk away from targeted problem areas as outlined by the state and federal government. This will be an ongoing effort for Richland Middles School beginning in the 2023 school year.





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software.</p> <p>Actions: Utilize multiple funding sources to pay for professional development, instructional resources and technology to be used in Tier I instruction.</p> <p>Staff Responsible for Monitoring: Administrators Academic Coach Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$20,000, Professional Development - 211 - Title I - \$10,188</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize all summative and district data in PDSA processes within core classrooms to drive student achievement on state objectives.</p> <p>Actions: 1.) All formative and summative assessments will be utilized as data for PDSA discussions in the classroom both as a whole class and individually to determine student areas of needed growth.</p> <p>2.) Remediation plans will be created by the teacher and student to shore up gaps via HB4545.</p> <p>3.) Administration will have individual data discussions with core teachers by 10/28/2022.</p> <p>4.) Academic Coach will provide continuous support for all core subjects through the school year during PLC's.</p> <p>This is a fully funded district initiative.</p> <p>Staff Responsible for Monitoring: Core content teachers Administration Secondary Core content coordinators Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Instructional Coach - 255 - Title II, Campus Personnel - 199 - General Funds: SCE - \$341,489</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Use BOY, MOY and EOY Screeners, CBA's, State Interim tests in the spring of 2023 and prior year STAAR scores in all core classes to create remediation watch lists.</p> <p>Actions: 1.) Remediation watch lists will be updated each nine weeks by the core teachers.</p> <p>2.) Teachers will create specific mandatory tutorials for students on watch lists and will track student work and progress on a campus document.</p> <p>3.) Admin and academic coach will monitor watch list document and support teachers as necessary.</p> <p>Staff Responsible for Monitoring: Core content teachers Administration Academic coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Social Studies department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Social Studies student's familiarity with the STAAR 2.0 test.</p> <p>Actions: 1.) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.</p> <p>2.) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.</p> <p>3.) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0.</p> <p>4.) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.</p> <p>5.) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.</p> <p>Staff Responsible for Monitoring: Social Studies PLC Administration Academic Coach</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Science department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Science student's familiarity with the STAAR 2.0 test.</p> <p>Actions: 1.) Academic Coach/Admin will observe interactions and provide feedback to teachers regarding these interaction.</p> <p>2.) Science team will reflect and report back to PLC on the effectiveness of these interactions.</p> <p>3). Academic Coach will provide TEKS based support through the 2023 school year during PLC's.</p> <p>Staff Responsible for Monitoring: Science PLC Administration Academic Coach</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 60%		

Strategy 6 Details	Reviews			
<p>Strategy 6: Work with the Multilingual department to improve student TELPAS scores in the areas of speaking activities and academic vocabulary.</p> <p>Actions: 1.) Work together to develop opportunities for all students to practice speaking in different settings such as presentations and small group activities.</p> <p>2.) Find ways that BOLD Literacy can be used with our EB students.</p> <p>3.) Train teachers on how to use academic vocabulary acquisition instructional strategies that will work best with our EB population.</p> <p>4.) District EB personnel will provide training in October 2022 on Ellevation so targeted instruction may occur by educators.</p> <p>Staff Responsible for Monitoring: District EB Liaison Administrator over EB ELAR teachers Theater Art Teacher Newcomer Teacher Spanish Teacher</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Offer Tutorials before and after school for all students in areas of deficiencies based on the state TEKS. Due to HB4545 this is an ongoing concern that will be measured in the 2023 school year.</p> <p>Actions: 1.) Teachers will be given the opportunity to tutor their children in core subject area to help close significant gaps. They will be paid using Title I funds.</p> <p>2.) We will hire an outside tutor via HB4545 Esser fund to work with the Interventionist to help Tier 3 students close their gaps in class settings of students that are significantly smaller in number.</p> <p>Staff Responsible for Monitoring: All Teacher Tutors One outside Tutor for Math Administration Academic Coach</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Tutors - 211 - Title I - \$77,000, ESSER Tutors - ESSER - \$25,150</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: RMS will enlist community and business partners to assist in providing educational support to students and families. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year.</p> <p>Actions: 1.) Create a Social Community Committee to schedule and host school-wide events in order to increase parent involvement</p> <p>2.) Identify and communicate the needs of the student population and their families with community partners</p> <p>3.) Design and Implement a Family and Parent Engagement Policy</p> <p>4.) Host a Title 1 Meeting 08/25/2022</p> <p>5.) Provide opportunities, on and off campus, for our Life Skills Students to experience real-life working scenarios.</p> <p>6.) Work with RMS committees and ASPIRE to develop parent and community involvement.</p> <p>Staff Responsible for Monitoring: Campus Administration ASPIRE Coordinator Corporate Sponsor and Campus Liaison PTA Parents RMS Teachers and Staff Community members AABLE and ACCESS Teachers and Students Local Businesses</p> <p>Title I: 4.2</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: AABLE and ACCESS Life Trips - 199 - State Special Ed. - \$2,500, Supplies for Teachers and Students - 404 - Grant - \$50,000, Latino Family Literacy Project - 263 - Title III - \$5,000, Title I Family Engagement - 211 - Title I - \$2,206</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Use Title I funds to supplement teachers' salaries in the areas of Reading and Math Interventions. Actions: We will use Title I funds to pay for the following instructional positions: Amanda Walker .5 Math Interventionist Inia Umpierre .5 Reading Interventionist Staff Responsible for Monitoring: Principal Principal's Secretary BISD Personnel. TEA Priorities: Build a foundation of reading and math - Funding Sources: Teachers salaries - 211 - Title I - \$75,988, Instructional Resources - 211 - Title I - \$24,536	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




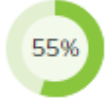
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.



Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year.





High Priority

Evaluation Data Sources: The House leaders will notify administration anytime that teachers are not participating in the RMS House Point System and Capturing Kids Hearts. Those individuals will have private conversations to encourage them to participate in this activity. This will be evaluated on a bi-weekly basis by administration and the Leadership Committee.

Students will have a stronger sense of belonging to RMS which will be measured by a reduction in discipline slips and suicide attempts. Administration will do weekly walks to ensure that the Character Strong Curriculum is utilized with fidelity.

Strategy 1 Details	Reviews			
Strategy 1: Distribute weekly points to Houses from individual classrooms that promote high quality instruction and interaction among peers and between students and adults. Actions: 1.) Teachers will award up to 200 points per week between the different Houses based on specific learning and behavioral successes (PBIS) 2.) Teachers will upload points using a Google Form and campus implementation team will review points for consistency and timely reporting. 3.) House Committee will post points weekly for students to see and support communities as necessary. Staff Responsible for Monitoring: Teachers Administration Academic Coach Counselors Problem Statements: School Processes & Programs 1 Funding Sources: Campus Culture Activities - 211 - Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the district Character Strong curriculum in leadership classes to address cyberbullying and social media use and misuse. Actions: 1.) RMS Way Committee will distribute 36 citizenship lessons using the Character Strong curriculum to the campus teachers over the course of the 2023 school year. 2.) Campus teachers will utilize the curriculum in their leadership classes throughout the 2023 school year. 3.) Admin/RTI team will collect data on number of reported cyber incidents and compare data to previous years. Staff Responsible for Monitoring: Teachers Administration RMS Way Committee Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Character Strong Curriculum implementation to help develop Leadership Characteristics and Capturing Kids Hearts training to assist with Social Emotional Learning to our students. Actions: 1.) Utilize the thirty-six Character Strong lessons to ensure that Richland Middle School has a combined effort to reach all students on campus with soft and hard skills. 2.) Contract the Flippin Group to provide Capturing Kids Hearts training during the 2023 school year. 3.) Social Emotional Lessons provided by Capturing Kids Hearts that will be utilized throughout the year to reach our students as another touchpoint. 4.) The committee will also periodically meet to critique how well these lessons are going and monitor/adjust information as needed. Staff Responsible for Monitoring: Leadership Committee Administration All Faculty and Staff at RMS Problem Statements: Perceptions 1 Funding Sources: Character Matters Program - 211 - Title I - \$5,000		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. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year.

High Priority



Evaluation Data Sources: Richland Middle School will utilize a student committee to provide rewards to students with perfect attendance in hopes that we can raise our ADA from 92% to 94%.







Strategy 1 Details	Reviews			
Strategy 1: Students with perfect attendance every nine weeks will win prizes or receive special accolades. Actions: 1.) Attendance clerk will provide ADA by nine weeks. 2.) Develop a student committee to find what motivates today's student to attend school. 3.) Students with perfect attendance will receive an a pizza party during respective lunches. 4.) Students with perfect attendance by semester will win another type prize using funds provided by RMS. 5.) Student names who have had perfect attendance all will be entered in a drawing and win something agreed upon by the student 2023 perfect attendance committee. Drawings will occur in three week increments throughout the nine weeks. Staff Responsible for Monitoring: Administration Attendance clerk Student Perfect Attendance Committee TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 Funding Sources: BISD Student Services - 199 - General Funds - 199-11-6498-48-043-99-043 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop a comprehensive plan for parent conferences and communication with regard to student absences. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. Actions: 1.) Attendance clerk will provide absence data to teachers and administration at key intervals. 2.) Teachers will make contact with students and their parents to provide positive wishes and invite them back to class, offer makeup assignments, etc. 3.) Administration will increase number of parent conferences with students who have excessive absences as well as meeting with the students themselves. 4.) Administration will provide tracking data to review students of concern. Staff Responsible for Monitoring: Administration Teachers Attendance clerk Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 department and campus. This is an ongoing concern that will be measured in the 2023 school year.

Evaluation Data Sources: Continuous Improvement PDSA charts will be one of the items that we look for in every room during T-TESS observations and Walk-Throughs. Three strategic walk-throughs will be conducted to measure this objective. The first walk will be in early fall, a second in late winter, and final walk in early spring.

Strategy 1 Details	Reviews			
Strategy 1: Employ continuous improvement cycles in all core classes for each unit of instruction. Actions: 1.) 1st PD portion of the CI cycle will be done the first week of each nine weeks with academic coach and administration. 2.) Evidence on PDSA will be collected by admin and academic coach during walkthroughs and a administrative PDSA cycle will be held during admin staff meeting to address needs for teachers. 3.) Individual teacher support will be delivered by coaches and admin as needed. 4.) New teacher evidence/PDSA training will occur during August PD by RMS administration and district personnel. Staff Responsible for Monitoring: Academic coach Administration Department chairs Teachers ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details		Reviews			
Strategy 2: Use behavioral RTI (MTSS) data as well as other discipline data to increase student time in class. This will be measured by end of the year discipline results. Richland Middle School has set a reduction goal of 10% from the previous 2022 year of students who were out of placement (In School Suspension/Out of School Suspension) Actions: 1.) Data will be collected by asst. principals each session of RTI. 2.) Administration will create a Conduct Ticket tracker to monitor minor classroom offenses and teacher responses by August 2022. 2.) Administrators will review the data on a weekly basis and develop plans that will hopefully help behavior students experience more success in the classroom. 3.) Administrators will begin weekly discipline reviews to ensure effectiveness of behavior monitoring systems by educators. Staff Responsible for Monitoring: Administration Academic coach Counselors ESF Levers: Lever 2: Strategic Staffing		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 3: RMS will capitalize on the District initiative of the Portrait of a Graduate by building a STEM lab that is available for all classes. This will inspire the next generation of scientist, engineers, entrepreneurs, and innovators to solve the global challenges of today and tomorrow.

Evaluation Data Sources: RMS will monitor the effectiveness of the lab through lesson plans, scheduling of the lab, and student engagement.

Strategy 1 Details		Reviews			
Strategy 1: Work with all departments to design and develop a lab that can be utilized by the entire RMS body. Actions: Work with the BCTAL to collect ideas that support student opportunities. Collaborate to develop concepts of how the STEM lab can effectively be used to stimulate learning in all areas. Build teacher capacity of STEM lab		Formative			Summative
		Nov	Jan	Mar	June







<p>opportunities that are TEKS aligned.</p> <p>Staff Responsible for Monitoring: Administration, Academic Coach, Department Chairs, Librarian</p> <p>Title I: 2.4, 2.5, 2.6</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2023 school year.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

High Priority

Evaluation Data Sources: Use a district and campus survey in May 2023 to gauge the success of this goal.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Character Strong and Capturing Kids Hearts to increase the general feelings of well being among the stakeholders on campus.</p> <p>Actions: 1.) Leadership lessons surrounding safe and appropriate interactions at school will be developed by teachers, vetted by the Leadership Committee, and implemented during Ram time. 2.) Staff will utilize CKH training to encourage the sense of well being among all stakeholders on campus.</p> <p>Staff Responsible for Monitoring: Administration Leadership Committee Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Professional development - 211 - Title I - \$24,006</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is

an ongoing effort that will be measured in the 2023 school year.

Performance Objective 2: Ensure staff and students have a sense of safety and security while at Richland Middle School.

High Priority







Evaluation Data Sources: Faithfully present all BISD Safety and Security Videos to appropriate groups.

Strategy 1 Details	Reviews			
Strategy 1: Perform safety walkthroughs to ensure that safety and security guidelines are being followed. Actions: 1.) Administration/Head custodian will perform weekly walkthroughs to identify and address potential safety concerns on campus. 2.) Administration will put any safety heat tickets into the system within 24 hours of walkthroughs. 3.) Administration will adhere to District guidelines ensuring the safety of all. 4.) Administration will conduct monthly safety drills utilizing NAV360 as its reporting system. Staff Responsible for Monitoring: Administration Head custodian	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 reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2023 school year.

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

Evaluation Data Sources: Sign in sheets for all meetings that are appropriate.

Strategy 1 Details		Reviews			
Strategy 1: Develop and implement a Parent Involvement and Family Engagement policy for the campus Actions: 1.) Administration team will create the plan and distribute the plan to all stakeholders. 2.) RMS will create a Social Community committee designed to reach out to all stakeholders with fidelity and report back to administration on a monthly basis. Staff Responsible for Monitoring: Administration Title I: 4.1 Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Birdville Independent School District
North Richland Middle School
2022-2023 Formative Review



Mission Statement

North Richland Middle School is committed to building a foundation of excellence in all students by fostering academic, social, and emotional success today, in order to create their future.

Vision

At NRMS, we will be the difference-makers in our students' futures.

Core Beliefs

1. We create an environment where students and parents feel cared about, valued, welcome, and have a sense of belonging.
2. We teach students to take risks, to be comfortable with the prospect of failure, to learn from their mistakes, and to not be discouraged by them.
3. We embrace new challenges as opportunities for growth.
4. We build strong relationships to foster social, emotional, and academic growth.
5. We treat all students with respect, regardless of race, religion, sexual orientation, disability, or economic status.
6. We achieve academic potential through a shared culture of good citizenship and the ongoing pursuit of excellence.
7. We model and teach respect, acceptance, cooperation, empathy, and kindness.
8. We show excitement and knowledge about the learning process.
9. We show pride and ownership of our campus.
10. We are empowered to create unique, memorable, and personal experiences to encourage parent involvement and student success.
11. We own and immediately resolve problems and model self-accountability by being solution-seekers, not problem-finders.

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Goal 3: All students and staff will learn and work in a safe and responsive environment.	12



Goals



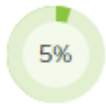






Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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.

HB3 Goal

Evaluation Data Sources: STAR 360 Lexile Data





Strategy 1 Details	Reviews			
Strategy 1: Literacy focus through Tier 1 priorities across all content areas. Actions: A) Oversee the use of district literacy initiative . B) Utilize campus leadership to provide professional development around literacy C) Use walk through data to collect data on the use of literacy instruction in classrooms D) Provide feedback to teachers to support literacy use district literacy initiatives. E) Implement strategies from Suzie Pepper Rollins Learning in the Fast Lane to improve vocabulary usage. F) Assist teachers with collecting data on the use of literacy strategies and differentiation of instruction G) Provide appropriate support for teachers on the use of literacy strategies across contents to support learning for all students. Staff Responsible for Monitoring: Administrative Leadership Team (includes Department heads, admin and academic coach) Title I: 2.4 Funding Sources: Instructional Coach - 255 - Title II - \$72,839	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2 Details		Reviews			
Strategy 2: Support co-teach and Newcomers to ensure that specialized programs are aligned to general education Tier 1 Instruction and literacy focus. Actions: A) Provide training to general education teachers to support the learning of students receiving specialized services B) Provide training on resources to support literacy instruction for students receiving specialized services C) Provide training to staff to ensure use of district RtI procedures for students in specialized services D) Utilize the district Language Acquisition Coach to ensure training of resources and instruction for students in specialized services. E) Ensure training for all staff in literacy instruction and strategies that is aligned to specialized services program Staff Responsible for Monitoring: Administrative Leadership team (includes Department Heads, Admin and Academic Coach) Title I: 2.4, 2.6 Funding Sources: Intervention Personnel - 199 - General Funds: SCE, Instructional Coach - 255 - Title II		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Expand campus CIR cohort for increased rigor and relevance when designing student performance task. Actions: A) Provide training to cohort teachers on the rigor and relevance framework B) Increase CIR Cohort to include 3 additional teachers first semester C) Utilize CIR rubric on rigor, relevance and engagement during lesson planning process. D) Cohort teachers will continue growth of CIR process across campus. E) Provide campus wide CIR training to utilize during the planning process F) Utilize Academic Coach and department cohort teachers to provide support to new staff on rigor, relevance and engagement G) Utilize cohort teachers to continue additional training and support needs through PLC. Staff Responsible for Monitoring: Administrative Leadership Team (Included Department Heads, Admin and Academic Coach) Title I: 2.4, 2.6 Funding Sources: Instructional Coach - 255 - Title II		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.

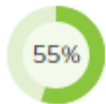





Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Continued use of ELLevation software in all content areas and SIOP strategies. Actions: A) Provide training on ELLevation for all content teachers B) Provide training on SIOP strategies during PLC for all content teachers C) Utilize ELLevation data to provide information on students to enhance instruction. D) Provide support for teachers on instructional strategies of ELL learners through PLC Coaching and individual coaching Staff Responsible for Monitoring: Administrative Leadership Team, ELL Coach, Department Heads, Academic Coach Title I: 2.4, 2.5 Funding Sources: Instructional Coach - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implementation of STEM inquiry through PBL's across Science and Math classrooms. Actions: A) Ensure all math and science teachers are STEM certified. B) Provide training on Defined Learning PBL to all staff members C) Provide coaching on STEM domain's for teachers completing certification process D) Utilize STEM rubric to calibrate teachers implementation of domains within instruction through walk through data. E) Develop STEM PLC with department heads to provide support on area's of need based on data F) Develop STEM cross curricular units to begin whole campus STEM implementation. Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, Admin and Academic Coach), Math and Science Teachers, Content Coordinators Title I: 2.4, 2.5, 2.6 Funding Sources: Instructional Coach - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details		Reviews			
Strategy 3: Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs. Actions: A) Standardize processes for making decisions regarding programming, assessment, supports and accommodations for all students receiving specialized services B) Provide necessary resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student need C) Provide training to general education teachers to support the learning of students receiving specialized services D) Provide information to staff, parents and community about specialized programs Staff Responsible for Monitoring: Administrative Leadership Team, ELL Coach, Content Coordinators, SPED Coordinator Title I: 2.4, 4.2 Funding Sources: Instructional Resources - 211 - Title I - \$14,705		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Create campus plan to build a responsive learning environment to close learning gaps and create learning opportunities for students Actions: A) Create cohort of teachers to participate in Culturally Responsive Teaching Training B) Collect data on changes in students progress due to professional development. C) Use cohort teachers to provide coaching cycle for teachers during PLC. D) Utilize cohort to continue work with new teachers on CRT. E) Provide new teachers online CRT course and coaching cycles Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, Admin and Academic Coach) Title I: 2.4, 2.6 Funding Sources: Instructional Coach - 255 - Title II, Campus Personnel - 199 - General Funds: SCE - \$365,554		Formative			Summative
		Nov	Jan	Mar	June
					









Strategy 5 Details	Reviews			
Strategy 5: Enlist community and business partners to assist in providing support to students and families 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) Design and implement a Family and Parent Engagement Policy D) Host a Title I Meeting E) Develop and give a campus parent survey Staff Responsible for Monitoring: Administration Leadership Team, ASPIRE Coordinator Title I: 4.1, 4.2 Funding Sources: Family Engagement - 211 - Title I - \$1,445	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) Hire necessary staff to meet HB4545 and RtI of all students B) Provide instructional materials for staff as needed C) Evaluate technology needs Staff Responsible for Monitoring: Administrative Leadership Team Title I: 2.4 Funding Sources: Personnel - 211 - Title I - \$111,082, Instructional Resources - 211 - Title I - \$29,000, Professional Development - 211 - Title I - \$3,000, ESSER Tutors - ESSER - \$17,898	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Utilize district resources to close gap in student performance on STAAR Social Studies. Actions: A) Utilize classroom observations, feedback, and resources from Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. B) Collaborate with district content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. C) Provide Social Studies teachers with training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. D) Monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. Staff Responsible for Monitoring: Administration, Campus Coach, Social Studies Coordinator	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 a district administered survey of student perceptions

Strategy 1 Details	Reviews			
Strategy 1: Ensuring at-risk students remain engaged in school Actions: A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within four years. B) Investigate a plan to provide increased flexibility and personalization for students attending DAEP C) Utilize SRO officer to provide additional resources for students D) Provide opportunities to prepare for postsecondary possibilities through college visits. Staff Responsible for Monitoring: Administrative Leadership Team, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement programs and create conditions and expectations for students to be involved in co-curricular and extra curricular activities Actions: A) Coordinate co and extra curricular activities along with community activities B) Review data of extra curricular enrollment to determine effectiveness of program C) Review participation of community activities Staff Responsible for Monitoring: Administrative Leadership Team, Teacher Sponsors Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement programs that provide students opportunities outside the classroom to engage their interests. Actions: A) Implement programs the develop students interest outside the curriculum based on students interest B) Provide opportunities for students with Character Strong Curriculum C) Develop leadership and leadership skills across the campus to improve students social and emotional wellness D) Provide technology for students to pursue their interest and increase their learning opportunities. Staff Responsible for Monitoring: Administrative Leadership Team, Counselors Title I: 4.1	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 behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
Strategy 1: Implement and monitor Behavior RtI process Actions: A) Implement the campus behavior RtI process b) Train staff on Behavior RtI process C) Align campus discipline with PBIS team suggestions D) Implement Campus wide Restorative Discipline plan, and communicate 3 year plan with staff. E) Train staff in Restorative Practices and Conscious Discipline. F) Monitor students assigned to DAEP and return to campus. Staff Responsible for Monitoring: Administrative Leadership Team, Behavior Facilitator, Diagnostician, LSSP, PASS staff	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.

Strategy 1 Details	Reviews			
Strategy 1: Increase student and staff attendance Actions: A) Ensure that our campus designs and implements improvement plan strategies to increase student attendance. B) Ensure that our campus designs and implements improvement plan strategies to increase staff attendance. C) Utilize resources to reward students for increased attendance to raise attendance to 96% D) Utilize resources to increase staff morale to increase staff attendance. Staff Responsible for Monitoring: Administrative Leadership Team	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 department and campus.

Strategy 1 Details	Reviews			
Strategy 1: Campus Continuous Improvement Actions: A) Expand continuous improvement implementation include additional elements and tools. B) Utilize PLC to provide professional development on continuous improvement in the classroom through Department Heads. C) Monitor implementation of Continuous Improvement implementation in the classrooms. D) Align PGSLO for teachers with continuous improvement. E) Use PDSA to evaluate campus programs F) Monitor PDSA through intentional data meetings with Admin to monitor growth on reassessment of needed content. Staff Responsible for Monitoring: Administrative Leadership Team, Content Coordinators, Department Chairs	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.

Strategy 1 Details	Reviews			
Strategy 1: Collect perception data from students on safety at school. Actions: A) Collect data from students on school safety B) Analyze data to identify areas of improvement C) Implement strategies to address areas of need D) Communicate safety drill expectations to all students E) Participate in monthly safety drills Staff Responsible for Monitoring: Administrative Leadership Team	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%.

Strategy 1 Details	Reviews			
Strategy 1: Review district data about safety Actions: A) Complete safety training as provided by district B) Complete monthly safety walks of campus C) Utilize data from safety walks and safety audits to make improvements Staff Responsible for Monitoring: Assistant Principal	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.

Strategy 1 Details	Reviews			
Strategy 1: Utilize CIP to focus campus improvement with students and staff Actions: 1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members. 2. Monitor growth towards meeting safety goals and academic growth. Staff Responsible for Monitoring: Administrative Leadership Team (includes Department Heads, admin, and Academic Coach)	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Birdville Independent School District

North Oaks Middle School

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. 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.

HB3 Goal

Evaluation Data Sources: Secondary: Renaissance STAR Assessments (grades 6-9 mathematics and grades 6-10 reading)

Strategy 1 Details	Reviews			
Strategy 1: Implement the literacy plan with a focus on responsive teaching and continuous improvement. Actions: a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Provide technical, consulting, and coaching support for campus implementation plans. Staff Responsible for Monitoring: Administrators and Academic Coach Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Support teachers in the implementation of data informed and responsive teaching. Actions: a) Teachers will be trained on the personalized learning framework for all campus leaders and instructional staff. b) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. c) Teachers will attend training on using data from multiple assessments (Star Renaissance and Interims) to inform instruction. d) Teachers will attend professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth. e) Teachers will be train teachers on 2.0 tier one priorities. f) Continue to build capacity of the campus PLC process through support during district guided PLC days. g) Collect, analyze and use data for progress monitoring. Staff Responsible for Monitoring: Administrators and Academic Coach Targeted Support Strategy Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Implement district plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework. Actions: a) Provide professional learning on College Board resources for Advanced Academics teachers with a focus on teachers who are new to AP. b) Implement honors+ curriculum at middle schools for gifted learners. Staff Responsible for Monitoring: Administrators and Academic Coach		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students. Actions: a) Utilize Star 360 Renaissance assessment for progress monitoring and intervention services. b) Work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. c) Use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. D) Utilize district item bank for STAAR redesign within AWARE. Staff Responsible for Monitoring: Administrators and Academic Coach Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Resources - 211 - Title I - \$20,000		Formative			Summative
		Nov	Jan	Mar	June
					



Strategy 5 Details	Reviews			
Strategy 5: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals. Actions: a) Utilize curriculum enhancements that support the Dual Language and ESL programs which allow access to core content for all Emerging Bilingual students. d) Utilize research-based practices to support Emerging Bilingual students with district tier one priorities. Staff Responsible for Monitoring: Administrators and Academic Coach	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 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth. Actions: a) Provide 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) Provide professional development for teachers to developing personalized intervention plans through Success-Ed. d) Provide 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: Administrators and Academic Coach Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Professional Development - 211 - Title I - \$16,000, Instructional Resources - 211 - Title I - \$23,951, Instructional Coach - 255 - Title II - \$70,082	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details		Reviews			
Strategy 2: Implement a multi-tiered system of support for RtI identified students, and students in our designated super groups for closing the gaps. Actions: a) Continuously analyze data to determine academic RtI placement for students. b) Complete monthly Behavioral RtI meetings to determine necessary interventions for students. c) Provide professional learning and support for SEL & tiered behavior interventions. d) Track assessment data for students in super groups and provided targeted tutorials as needed. Staff Responsible for Monitoring: Administrators, Academic Coach, Counselors Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$443,692, ESSER Tutoring - ESSER - \$19,000, Title I Tutoring - 211 - Title I - \$12,000, Instructional Resources - 211 - Title I - \$22,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Use the district continuous improvement process to develop mission statements, 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 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: Administrators and Academic Coach Funding Sources: Instructional Resources - 211 - Title I - \$20,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Work with community and business partners to assist in providing support to students and families. Actions: a) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff. b) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students. Staff Responsible for Monitoring: Counselors, Administrators, ASPIRE Coordinator		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details	Reviews			
Strategy 5: Implement and monitor the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. Actions: a) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission. b) Attend training regarding the importance of coding and associated programming for at-risk indicators including FERPA guidelines. c) Attend training using OnDataSuite (ODS) to monitor at-risk indicators. d) Follow PEIMS submission time-lines which will include all applicable stakeholders (RtI, ECDS, etc.). Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Increase student performance on 8th grade Science and Social Studies STAAR Assessments. Actions: a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. Staff Responsible for Monitoring: Administrators, Academic Coach, Social Studies Coordinator Funding Sources: Instructional Resources - 211 - Title I - \$21,000	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 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			
Strategy 1: Implement a district curriculum for social-emotional learning (SEL). Actions: a) Deliver SEL Character Lessons through Advisory. b) Attend ongoing professional learning to all stakeholders on the SEL program. c) Use character lessons as the basis for identifying the Outstanding Citizen recipients. d) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. e) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community. Staff Responsible for Monitoring: Counselors	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: Implement with fidelity the behavioral RtI plan. Actions: a) Train staff in the implementation of the behavior RtI plan with established procedures. b) Utilize CHAMPS as our campus discipline management program. c) Use Success-Ed to input behavioral RtI student plans and then use the data for the assignment of students to DAEP. d) Conduct monthly Behavior RtI meetings with all teachers to develop intervention plans for students as needed. Staff Responsible for Monitoring: Counselors and Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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: Implement the district 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) Provide incentives to improve student attendance. b) Monitor student attendance and review progress in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. Staff Responsible for Monitoring: Administrators and Attendance Officer	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: 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			
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. Actions: a) Work with district staff to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve safety concerns. d) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. e) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. Staff Responsible for Monitoring: Administrators and SRO	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 district program that promotes an accident-free work environment. Actions: a) Require staff to review district plan and related department plans through the Safe Schools platform. b) Perform campus/building safety walk-throughs		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Birdville Independent School District

Haltom Middle School

2022-2023 Formative Review



Mission Statement

Mission: ALL Tigers create a school where everyone feels safe, valued, and respected while growing our mind, body, and spirit.

Vision

VISION: As a No Excuses University school, HMS employs the Six Systems to ensure all students develop their academic, social, and emotional potential to be successful at a university and career of their choice.

Value Statement

Motto: “No Significant Learning Takes Place without a Significant Relationship” Dr. James Comer

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Goals 4

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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.

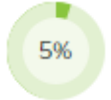

High Priority









HB3 Goal

Evaluation Data Sources: Lexile levels, Renaissance STAR, iStation (grade 7 diagnostic for reading difficulties), TEA Interims reading/ELA and mathematics (grades 6-8, E1, E2 and Algebra)

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level. Actions: a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Support campus staff to lead the implementation of the District literacy plan. c) Establish Exemplar Classrooms to help teachers visualize practice in action. d) Develop a schedule for Instructional Rounds for all staff in order for professional growth. e) Continue utilizing literacy strategies in all core content classes. f) Continue to have Instructional Walks each Tuesday and Thursday with the academic coaches and campus administration. g) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction. Staff Responsible for Monitoring: Campus administration and academic coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Coach - 255 - Title II - \$76,839, Literacy Coach - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2 Details	Reviews			
Strategy 2: Continue to implement literacy plan with a focus on responsive teaching and continuous improvement. Actions: a) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among campus administration and coordinators. b) Provide intensive writing training to teachers in order for writing to be used across the curriculum. c) Continue to collaborate with the LOL team each Friday morning to engage in the campus PDSA cycle.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue to develop and implement system-wide instructional practices to support English learners. Actions: a) Identify trends by conducting data analysis to determine progress in reading and English language development. b) Develop collaborative strategic plans that align to campus improvement plans. c) Continue to provide SIOP training to all new staff members. d) Utilize SCE funded, teachers for language and credit support. Staff Responsible for Monitoring: HMS Admin Team Title I: 2.4, 2.6 Funding Sources: Teachers - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize professional learning communities to ensure collaboration in implementing Tier 1 instruction to enhance student performance as appropriate to individual student needs.</p> <p>Actions: a) Teachers will utilize backwards design to create rigorous, standards-based common assessments. b) Teachers will analyze assessment data to identify individual student strengths and weaknesses and use the data to guide future instruction. c) Teachers will provide structured, standards-based tutorials for students that do not meet the standard(s) on common assessments. d) Each department PLC will conduct one "Positive Pop-in" to another teacher every 6 weeks beginning in October, focusing specifically on the positive ways the teacher is implementing Tier I instruction e) Continue training for select teachers on Sheltered Instruction Observation Protocol f) The use of AVID strategies evident in classrooms g) Embedded ongoing professional development provided throughout year to help teachers enhance student performance h) Implement Refining a Lesson Protocol and After Action Review Protocol in Science, Social Studies, Math, and English PLCs to improve Tier I instruction as well as intervention for Tier 2 and 3 students. i) Teachers will be implementing higher-level questioning to improve Tier 1 instruction and increase the percent of Masters Level STAAR scores. j) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction.</p> <p>Staff Responsible for Monitoring: HMS administration, department heads, and academic coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$9,763, Instructional Coach - 255 - Title II, Literacy Coach - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 5 Details	Reviews			
Strategy 5: Continue to refine and implement systemic approach to embed literacy instruction in all content areas Actions: (A) Continue utilizing literacy strategies in all core content classes. (B) Teachers will be trained to deliver literacy strategies across the curriculum. (C) Utilize coaching model to assist classroom teachers with implementation of strategies (plan, observe, provide feedback, co-teach, repeat) (D) Literacy coach will work with teachers individually, assist teachers in instruction of content area text, work with PLC department teams, demonstrate instructional strategies and provide ongoing support to teachers (E) Campus-wide writing in all content areas (F) Campus-wide use of close reading strategies in all content areas (G) Targeted tutorials before school & after school for specific groups of students who need additional support. (I) Use nonfiction reading strategies such as signpost and vocabulary strategies. Staff Responsible for Monitoring: Tim Drysdale, Principal Felicia Cherry, Mike Castellon, John Deleon Leon, Asst. Principal Derek Andersen, Literacy Coach Ashley Zamora - Sebesta, Academic Coach Melinda Brown, Dept. Head Title I: 2.4, 2.6 Funding Sources: Instructional Coach - 255 - Title II, Literacy Coach - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students. Actions: a) Support campus staff in using Star 360 Renaissance assessment for progress monitoring and intervention services. b) Use our instructional coaches to work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. d) Use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. e) Embed implementation strategies for progress monitoring in curriculum overviews. f) Use the district item bank for STAAR redesign within AWARE Staff Responsible for Monitoring: Campus administration	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 2: Implement a multi-tiered system of support for RtI identified students, and students in our designated super groups for closing the gaps.

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. Actions: a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Collect examples during campus walk-throughs. d) Model examples of goal setting and digital data folders during LOL. e) Students will use data folders in core subject areas to track progress on campus designed assessments. f) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction. g) Follow and adhere to the Continuous Improvement Six Weeks Timeline: https://docs.google.com/document/d/1anwm91H8QM6dsDqWX9hrYQusL0iiVBHDY4B0wqSXDDDE/edit?usp=sharing h) Track assessment data for students in super groups and provided targeted tutorials as needed.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. Actions: a) Continue to utilize a full time literacy coach to support students and staff . b) Continue to employ two full time Title I Teachers to reduce the ratio of student/teacher c) Employ two educational assistants to assist Tier II students in classrooms. d) Continue to employ a parent liaison to help bring in parents and community members to form a partnership within the school. e) Continue to purchase interactive TVs and place them in each classroom. f) Offer professional development opportunities for staff members to support their instructional methods. g) Offer families and the community members opportunities to engage with campus activities. Title I: 2.4, 2.6, 4.2 Funding Sources: Literacy Coach - 211 - Title I - \$75,122, Classroom Teacher - 211 - Title I - \$69,958, Classroom Teacher - 211 - Title I - \$73,306, Educational Assistant - 211 - Title I - \$31,000, Educational Assistant - 211 - Title I - \$31,000, Bilingual Liaison - 211 - Title I - \$29,354, Interactive TVs - 211 - Title I - \$12,000, Professional Development - 211 - Title I - \$25,000, Family Engagement Activities - 211 - Title I - \$10,000, Tutoring - 211 - Title I - \$34,000, Substitutes - 211 - Title I - \$2,000, ESSER Tutors - ESSER - \$40,260, Campus Personnel - 199 - General Funds: SCE - \$205,250	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: Implement a multi-tiered system of support (MTSS) for identified students. Actions: a) Strengthen the communication and monitoring of delivery of MTSS services. b) Provide ongoing training for all staff to build their capacity to implement MTSS through collaborative conferences. c) Support campus leadership teams to lead the implementation of MTSS. d) Provide technical, consulting, and coaching support for campus implementation plans. e) Continue to implement the district's SEL curriculum. f) Provide professional learning and support for SEL & tiered behavior interventions. g) Provide supplemental resources for SEL supports. h) Continue to utilize the HMS Behavioral Framework in order to: identify students, provide interventions, and monitor behavior. i) Provide three Leadership Classes for our Tier III students and teach them social skills using the Boys Town curriculum. j) Utilize SCE-funded interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance. Staff Responsible for Monitoring: Campus administration Funding Sources: Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Enlist community and business partners to assist in providing support to students and families. Actions: a) Coordinate existing community/business partnerships to create a clearinghouse of resources including people, time and contributions. b) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff. c) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students d) Continue to offer parent training through our Parent University and use The Boys and Girls Club staff	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Implement pedagogical strategies found in our campus Instructional Playbook that will increase 8th Grade Social Studies STAAR scores. Actions: a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. Problem Statements: Student Achievement 1	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 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			
Strategy 1: Utilize the district's curriculum for social-emotional learning (SEL). Actions: a) Implementing SEL curriculum into the advisory time, Tiger Time. b) Utilize the SEL committee to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients. e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Vanessa Pannell ~ Crisis Counselor Funding Sources: Crisis Counselor - 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.

Strategy 1 Details	Reviews			
Strategy 1: Implement with fidelity the behavioral RtI plan. Actions: a) Provide training to staff in the implementation of the campus behavior RtI plan with established procedures. b) Conduct PBIS meetings with agendas and minutes and distribute to campus staff. c) Require each classroom to use CHAMPS with fidelity. d) Utilize SuccessEd to input behavioral RtI student plans and then use the data for the assignment of students to DAEP. e) Employee a Behavioral Interventionist EA to assist Tier II and Tier III students. f) Partner with local churches to provide mentoring after school with Tier III students. g) Employee a Behavior Interventionist teacher during the day to teach social skills/Leadership classes. Staff Responsible for Monitoring: HMS Admin Team Title I: 2.6	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: Increase the number of students meeting college, career and military readiness requirements.







Evaluation Data Sources: Number of students enrolled in AVID, number of students enrolled in advanced courses, number of students enrolled in Career and College course

Strategy 1 Details	Reviews			
Strategy 1: Provide equitable access to CTE courses for students with a focus on at-risk students. Actions: a) Increase the number of students enrolled in Gateway to Technology and AVID. b) Provide field trips to the BCTAL to allow students to visualize the learning environment. c) Schedule a "Career Day" and allow business partners to speak to students about the importance of CTE careers.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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: Implement our 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) Provide incentives to improve student attendance. b) Monitor student attendance and review progress with staff members 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) Create a system to celebrate campus attendance improvement during 6 weeks Award Assemblies. d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.



Performance Objective 2: HMS will incorporate the 6 Exceptional systems of a No Excuses University Campus







Strategy 1 Details	Reviews			
Strategy 1: Implementation of the 6 Exceptional systems with fidelity. Actions: a) Staff members will participate in a book study using the NEU book explaining the 6 systems. The two systems we will focus on are: Standards Alignment and Assessments. b) All teachers will adopt a college of their choice and teach various facets to the students through the advisory period called "Tiger Time". c) Selected students will be nominated for Student of the Month Lunches once per six weeks based on our Tiger Values. d) Teachers will log onto NEU connect 2/month for lesson planning ideas e) Upload one stellar lesson to NEU connect by January 2023 f) The Campus Leadership Team will continue to train staff on the "HMS Play Book" that defines and describes the six systems as detailed in the NEU book. Staff Responsible for Monitoring: HMS Admin	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: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

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

Strategy 1 Details	Reviews			
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. Actions: a) Identify and address safety and social emotional concerns. b) Conduct safety meetings to evaluate and problem solve district safety concerns. c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. Staff Responsible for Monitoring: HMS Admin Team	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: 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) Design and implement a Family and Parent Engagement Policy D) Host a Title 1 Meeting E) Apply to the Texas PTA so that our campus is back in good standing. Staff Responsible for Monitoring: Tim Drysdale ~ Principal Pamela Sifuentes ~ ASPIRE Coordinator Title I: 4.1, 4.2 Problem Statements: Parent and Community Engagement 1		Formative			Summative
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		 No Progress  Accomplished  Continue/Modify  Discontinue			

Birdville Independent School District
West Birdville Elementary
2022-2023 Formative Review



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Goals 3

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. 3

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. 10

Goal 3: All students and staff will learn and work in a safe and responsive environment. 11

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 reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level. Actions: a) Continue to follow the campus literacy plan that is aligned with the district plan b) Provide training for all staff to build their capacity to implement campus literacy plan (Academic Coaches) in support of all students c) Utilize the Vertical Team and the LOL committee to help communicate the plan d) Help teachers visualize practice in action during Instructional Rounds Staff Responsible for Monitoring: Administration LOL team Academic coaches Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Continue to focus on responsive teaching (rigorous tier 1 instruction) and continuous improvement. Actions: a) Host and participate in instructional focus walks. b) Lead literacy-focused discussions into monthly faculty meetings and weekly PLCs. c) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. (Sutton, Sheffield, & Escamilla) Staff Responsible for Monitoring: Administration Academic coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide full time reading and math interventionists to serve students on Tier II & III based on performance data including universal screeners Actions: a) District provides 2 reading and campus funds 1.0 with title 1 funds and one .5 with title 1 funds math interventionists to help support students on Tier II and III. They will provide intense interventions designed to specifically support each student's academic need. Provide an additional campus instructional coach to work with teachers focusing on rigorous Tier I instruction Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th. Actions: a) Continue to support and train teachers with the BAS/SEL and mClass assessment. b) From grades prekindergarten - 5th , train teachers and other campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. c) Continue to train instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Using Eduphoria - Aware, monitor progress of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math. e) Embed implementation strategies for progress monitoring in curriculum overviews Staff Responsible for Monitoring: Campus administration, instructional coaches, interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
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		 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: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.





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

Strategy 1 Details	Reviews			
Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency Actions: a) Develop an ESSER plan that is approved by district guidelines. b) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, ELs, dyslexia and other special populations such as homeless c) Develop and implement a system to monitor and ensure compliance to the ESSER plan and other district plans that address closing achievement gaps d) Develop and implement a plan to collect, analyze and progress monitor student data (qualitative and quantitative) e) Implement accelerated instruction according to HB4545 Staff Responsible for Monitoring: Administration Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement system-wide practices appropriate for EBs Actions: a) Monitor performance data to identify where additional support is needed. b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model. Staff Responsible for Monitoring: Administration Academic Coaches Campus staff Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom. Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric Staff Responsible for Monitoring: Administration Campus staff Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Enlist community and business partners to assist in providing support to students and families who are in need. Actions: a) Collaborate with PTA and other community partners to schedule and host school wide events to support students and families such as parent education classes. b) Identify and communicate the needs of student populations and their families with community partners. c) Developed parent and family engagement policy and offer flexible number of meetings Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 5 Details		Reviews			
Strategy 5: Provide professional development that assists teachers in developing, implementing and progress monitoring student learning Actions: a) Coordinate professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments c) Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd. d) Provide 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: Administration Academic Coaches Classroom Teachers Special Education Teacher Interventionists		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: Utilize the results of the RtI (WIN) task force to implement a multi-tiered system of support (MTSS) for identified students 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 English Learners in the appropriate bilingual or ESL program. c) Implement SuccessEd to monitor program responses to students who are identified for 504, special education, or RtI services d) Strengthen the communication and monitoring of delivery of MTSS services. e) Provide ongoing training for all staff to build their capacity to implement MTSS. f) Continue to provide professional learning and support for SEL & tiered behavior interventions. g) Continue providing supplemental resources for SEL supports Staff Responsible for Monitoring: Administration Campus staff Counselors		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 7 Details	Reviews			
Strategy 7: Design and implement a plan to enhance the pre-K program and increase parent involvement Actions: a) Provide monthly events during the school day for Prekindergarten -fifth grade families in order to connect families and provide resources for kindergarten readiness and beyond. b) Develop and distribute a Parent and Family Engagement Policy c) Develop and distribute a Parent-School Compact d)Host annual Title 1 meeting Staff Responsible for Monitoring: Administration Title I: 4.2	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 a district-administered survey of student perceptions.







Evaluation Data Sources: Observation Data, Guidance lessons, campus student check-in document

Strategy 1 Details	Reviews			
Strategy 1: Implement a district-approved program that teaches social-emotional skills. Actions: a) Develop a deployment plan for implementing SEL curriculum(Character Strong). b) Utilize the SEL taskforce to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients Staff Responsible for Monitoring: Administration Campus Staff LOL Team Counselor Title I: 2.6	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: Implement the district behavioral RtI plan on a campus level Actions: a) Provide training on the district behavior RtI plan. b) Provide professional development opportunities and implement with fidelity Capturing Kids' Hearts. c) Schedule extended behavior RtI collaboratives and utilize Success Ed to input behavioral student plans. Staff Responsible for Monitoring: Administration Campus staff		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: Increase Academic Rating from a "C" to a "B" in the area of Student Progress/Academic Growth as defined by the TEA Accountability system.







Evaluation Data Sources: Campus pre/post assessments, BAS progress monitoring, MClass, STAR Renaissance, and district interims.

Strategy 1 Details		Reviews			
Strategy 1: Students will show at least one year's growth in the area of fourth and fifth grade math and reading as measured by STAAR. Actions: a) Rigor and Relevance training will be given throughout the year. b) Continue to emphasize Guided Reading in every S/ELAR classroom. c) Continue to strengthen PLCs and monitor each grade level closely. d) Continue to create and assess students through CFAs each six weeks in the area of math and reading. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6		Formative			Summative
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 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: Decrease the percent of students (20.6%) exhibiting chronic absenteeism, total number of students is equivalent to 123 students.







Evaluation Data Sources: Overall campus attendance records, parent/student incentives, parent attendance goals

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance Actions: a) Design and implement improvement plan strategies to increase student attendance by spotlighting the class with the best attendance each six weeks per grade level. b) Create incentives for staff members to encourage better attendance Staff Responsible for Monitoring: Administration	Formative			Summative
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 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 classroom and department (Intervention, resource, rotations, office).


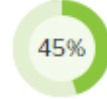




Evaluation Data Sources: Evaluation of goal achievement as per campus, grade level, and individual classroom improvement plans.

Strategy 1 Details	Reviews			
Strategy 1: Communicate and implement continuous improvement processes at the campus level. Actions: a) Revisit and recalibrate continuous improvement strategies in classrooms. b) Classrooms develop a mission statement and strategic learning goals. c) Campus departments and classes utilize the PDSA process to monitor progress towards goals. d) Students regularly track individual growth in data binders. Staff Responsible for Monitoring: 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 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 and campus administered safety surveys.

Strategy 1 Details		Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. Actions: a) Develop campus reopening plan and update accordingly. b) Take corrective action of findings at the campus by utilizing our campus Logistics Team. c) Implement and review the district safety protocols. d) Schedule and monitor safety drills and revise plans as needed. e) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. f) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. g) Implement the Anonymous Alerts and Threat Assessment System. Staff Responsible for Monitoring: 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 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: Campus WC report.

Strategy 1 Details		Reviews			
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment. Actions: a) Conduct facility reviews to locate and address facility issues and needs. b) Provide training for campus staff. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe Schools Training. Staff Responsible for Monitoring: Administration		Formative			Summative
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		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Birdville Independent School District

Watauga Elementary

2022-2023 Formative Review



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Goals


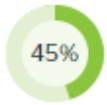
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





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.




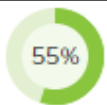
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.







HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels , CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, 1-5), TEA Interims (grades 3-5 reading and mathematics), Campus Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the District literacy plan. Actions: a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Guide campus leadership teams to lead the implementation of the District literacy plan. Staff Responsible for Monitoring: Campus Administration, Academic Coaches, Leaders of Learners Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Academic Coaches - 199 - General Funds: SCE	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) Schedule and hold campus instructional focus walks and debriefing sessions with administration, coaches and teacher. Collect data to measure alignment and implementation of Tier 1 Priorities. b) Infuse literacy-focused professional learning and discussions into staff meetings. c) Utilize data from instructional walks and formative assessments to customize campus professional learning. Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading. Staff Responsible for Monitoring: Campus Administration, Academic Coaches, Leaders of Learners, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Communicate and assist campus staff in implementing responsive teaching and personalized learning for students that is data driven. Actions: a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessment. b) Provide campus staff opportunities to learn about differentiated instruction. c) Assist campus staff in utilizing technology to further personalize learning for students. d) Monitor, support and provide feedback for campus implementation of personalized learning. e) Administration will meet and review campus data regularly. f) Support teachers in their learning and implementation on 2.0 tier 1 priorities. Staff Responsible for Monitoring: Campus Administration, Academic Coaches, Campus staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Continue implementing the reading academies and coaching model established by TEA based on the HB3 requirements. Actions: a) Implement, monitor and support the district plan for Reading Academies. b) Campus APs and various teachers. Staff Responsible for Monitoring: Campus Administration, Reading Academy Coach, teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th. Actions: a) Continue to support and train staff with the BAS/SEL and mClass assessment. b) From grades prekindergarten - 5th , train teachers and campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. c) Provide opportunities for instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Monitor progress of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math. e) Oversee the implementation of progress monitoring windows. f) Continue to use Eduphoria- Aware to give assessments and to monitor data. Staff Responsible for Monitoring: Campus Administration, Academic Coaches, Campus Staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 6: Implement system-wide instructional practices to support Emergent Bilinguals. Actions: a) Utilize Instructional Coach to assist teachers in personalizing learning based on student data. b) Implement district biliteracy framework. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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 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: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.









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

Strategy 1 Details	Reviews			
Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. Actions: a) Implement and monitor an ESSER plan that is approved by TEA and supported by BISD. Staff Responsible for Monitoring: Campus Administration, Campus staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: ESSER Tutors - ESSER - \$56,228, Title I Tutors - 211 - Title I - \$28,872	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Provide professional development that assists teachers in developing, administering, and collecting student performance data to validate student growth. Actions: a) Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction). b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments. Discuss student, class and grade level data in PLCs and write action plans for low performing TEKS. c) Provide 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, Academic Coaches, Campus Staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Implement the RtI framework to facilitate a multi-tiered system of support (MTSS) for identified students. Actions: a) Hold campus RtI meetings throughout the year. b) Develop time within master schedule to allow for intervention for each grade level. c) Regularly meet with campus interventionists to discuss progress, needs and curriculum utilized. d) Continue to implement SEL curriculum and Conscious Discipline. e) Continue to provide professional learning and support for SEL & tiered behavior interventions with campus Conscious Discipline trainings. f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Campus Administration, Counselors, Interventionists, Campus Staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Crisis Counselor - 199 - General Funds: SCE, Intervention Personnel - 199 - General Funds: SCE - \$92,618, Conscious Discipline Resources and PD - 211 - Title I - \$23,000, Campus Personnel - 211 - Title I - \$227,607, Instructional Resources - 211 - Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. Actions: a) Deliver clear expectations on the implementation of the Continuous Improvement process throughout the school year. Model the processes for grade level teams. b)Continue to support, monitor the implementation of the PDSA process and provide feedback for appropriate, tiered professional learning support. c) Monitor the PDSA development process with common assessments through PLCs to ensure alignment. d) Utilize the rubric to evaluate progress of campus growth. Staff Responsible for Monitoring: Campus Administration and Campus Staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Enlist community and business partners to assist in providing support to students and families. Actions: a) Coordinate with PTA to form a strong partnership with campus and families and host family events. b) Coordinate with Northwood Church and Academy 4 about meeting campus needs and providing resources. c) Develop a relationship with SERTOMA to increase the support of community involvement and support. Staff Responsible for Monitoring: Campus Administration, Counselor, Nurse Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 6: Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. Actions: a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services. Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Counselor, SPED staff Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 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 an awareness of social-emotional development as measured by a district-administered student/staff survey.







Evaluation Data Sources: Social-Emotional Learning survey, Observation data

Strategy 1 Details	Reviews			
Strategy 1: Implement a district approved program that teaches social-emotional learning (SEL). Actions: a) Provide in depth training to campus staff for implementation of Conscious Discipline throughout the year with guest speakers, book study and video trainings. b) Provide all staff with expectations of CD structures and routines. c) Monitor and provide ongoing training to campus staff. d) Implement and monitor SEL lessons in each classroom. e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Campus Administration, Counselor, Campus Staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement the SEL component contained in the district ESSER plan. Actions: a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Collect data on student and family needs. Staff Responsible for Monitoring: Campus Administration, Counselors Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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 records.

Strategy 1 Details		Reviews			
Strategy 1: Implement with fidelity the behavioral RtI plan. Actions: a) Provide training on the district behavior RtI plan. b) Implement Conscious Discipline campus wide and provide teachers with clear expectations for Tier 1 behavior supports. c) Train staff on deescalation strategies. Staff Responsible for Monitoring: Campus Administration, Campus Staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		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: 21-22 Campus Attendance

Strategy 1 Details	Reviews			
Strategy 1: Refine and implement a campus-wide 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) Develop and refine campus attendance with leadership teams. b) Communicate campus attendance plan with all stakeholders. c) Monitor student attendance and review progress regularly in order to determine effectiveness of the campus plan related to incentives to improve student attendance. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Counselors, Campus Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<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: Increase the percentage of students and staff who feel safe at school.







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

Strategy 1 Details		Reviews			
Strategy 1: Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being. Actions: a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Utilize campus leadership teams to guide next steps. c) Identify potential school and safety threats using survey data to implement and refine procedures. d) Schedule and monitor safety drills and revise plans as needed. e) Implement and review safety protocols. f)Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		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 a district-wide program that promotes an accident-free work environment. Actions: a) Conduct facility reviews to locate and address issues and needs. b) Provide safety training for campus staff based on district protocols. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe School trainings. f) Implement campus protocol for staff to report safety concerns. Staff Responsible for Monitoring: Campus Administration, Campus Staff Title I: 2.5		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 district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Annual review of district improvement plan requirements

Strategy 1 Details	Reviews			
Strategy 1: Maintain a district-wide coordinated health program. Actions: a)Continue to implement health related plans at the campus level. Examples include: Play it Safe, Dental and Vision screenings, Employee Wellness Challenge, Height/Weight screenings b) Follow district health requirements. c) Students participate in regular pacers and Fitness Gram tests in PE classes. Staff Responsible for Monitoring: Campus Administration, Nurse, Campus Staff Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Birdville Independent School District
Walker Creek 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.


High Priority





HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, Common Assessment Data, Interims, & CBA's
Campus Based Common Assessments Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades K-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level especially using the Campus Culture of Literacy Rubrics in the area of Reading and Writing. Actions: 1) Review and align practices to Tier 1 priorities for ELAR in all classrooms. 2) Teachers will consistently engage readers in the workshop model while incorporating STAAR re-design strategies 3) Establish schedule for daily intervention focused around literacy. 4) Monitor student centered coaching cycles are utilized by teachers Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members Problem Statements: Student Learning 1 Funding Sources: Academic Coach - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: All reading teachers will implement guided reading with fidelity with a focus on workshop model and work stations. Actions: 1) Incorporate the use of F&P questions for Guided Reading and open ended writing activities. 2) Teachers will embed word work, reading, grammar, and writing in workshop model 3) Students will use reading software to work independently in workstations in order for teachers to engage in small group guided reading instruction. 4) Monitor student centered coaching cycles are utilized by teachers Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members Problem Statements: Student Learning 1 Funding Sources: Starfall Software - 199 - General Funds - \$355, Math GPS resource - 199 - General Funds - \$5,000 , ESSER Tutors - ESSER - \$12,296		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: All teachers will implement math and science Tier one priorities with fidelity with a focus on workshop model with work stations for math and 5E model for science . Actions: 1) 3rd-5th grade will post interactive word walls in math and science. 2) Incorporate the discussion of higher level questions and use of open ended tasks/activities. 3) Teachers will post and use UPSC for math problem solving 4) Teachers will follow TEA guidelines for hands on instruction in science. 5) Monitor student centered coaching cycles are utilized by teachers Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members Problem Statements: Student Learning 1 Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$60,062		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: Communicate and assist teaching staff in implementing data informed and responsive teaching Actions: 1) Progress monitor data for special population including Emergent Bilinguals, Economically disadvantaged, and Gifted students. 2) Establish T-TESS professional goals for staff around continuous improvement timeline, Tier 1 priorities and district content rubrics. 3) Train staff on creating pre and post assessments in Aware for progress monitoring of all students. 4) Monitor student progress by posting hallway data, student goal setting through data folders, classroom PDSA cycles and MTSS tier analysis. 5) Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas by providing content-based ESL instruction in all core areas Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members Problem Statements: Student Learning 1 Funding Sources: Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				








 No Progress
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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: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

High Priority







Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
Strategy 1: Implement Character Strong and Capturing Kids Heart to embed practices that create a healthy social emotional school experience. Actions: 1) Train staff on Weekly Capturing Kids Hearts & Character Strong lessons focused on problem solving and traits. 2) Teach lessons in all classrooms every Friday. 3) Students will take survey to monitor their social emotional health in each semester. 4) Teachers will partner with another classroom once every nine weeks to build community and belonging within the school environment. 5) Walker Creek Staff will be assigned an SEL staff member to pair up with to check in with throughout the year. 6) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Counselor Administrators Classroom Teachers Problem Statements: School Processes & Programs 1 Funding Sources: CKH curriculum website access - 199 - General Funds - \$3,000, CKH Traction Campus Meeting - 199 - General Funds - \$1,000, Crisis Counselor - 199 - General Funds: SCE, CKH Follow up visits - 199 - General Funds - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a school wide initiative to strengthen student/staff relationships using positive behavior supports. Actions: A) Follow components of Capturing Kids Hearts such as the Four Questions model, Social Contract and Good Things B) Each classroom will create a PBIS system for positive behaviors. C) Classrooms will have incentives for students to earn based on positive behaviors. Problem Statements: School Processes & Programs 1 Funding Sources: Classroom Prizes for Store - 199 - General Funds - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: 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


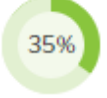




Strategy 1 Details	Reviews			
Strategy 1: Develop incentives campus wide to increase attendance for staff and students. Actions: 1) Use district provided funding in order to encourage, increase, and reward attendance. 2) Provide incentives for classes with the highest attendance each six weeks 3) Grade level attendance data will be displayed in the main hallway with a goal of 98% Staff Responsible for Monitoring: Administrators Teachers Attendance Clerk Funding Sources: Attendance rewards - 199 - General Funds - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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 department and campus.

High Priority

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







Strategy 1 Details	Reviews			
Strategy 1: Implement a system that is consistent with best practices on the Continuous Improvement Rubric at a Level III Actions: 1) Teachers will follow the continuous improvement timeline each nine weeks. 2) All classrooms will create a mission statement that is recited every morning. 3) Refresher training on PDSA cycle during fall professional learning 4) Monitor that each classroom has a current PDSA cycle in progress. 5) Student progress data posted in Hallways with consistent updating 6) Students will use data folders to track progress in reading and math. Staff Responsible for Monitoring: Teachers Administrators LOL Members	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: Attain a 10% or more annual increase in results on a school safety survey that is administered annually to students, staff, and

parents.

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

Strategy 1 Details		Reviews			
Strategy 1: Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture. Actions: 1) Review survey data and identify trends from surveys given in each semester 2) Communicate survey results to all stakeholders 3)Take corrective action from survey results Staff Responsible for Monitoring: Administration LOL members Teachers		Formative			Summative
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		 No Progress  Accomplished  Continue/Modify  Discontinue			

Birdville Independent School District

W.T. Francisco 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 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 math.







HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5, reading 3-5), mClass (Kinder math) and (K-2 reading) and math TEA Interims

Strategy 1 Details	Reviews			
Strategy 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 the campus literacy plan. b) Support campus Leaders of Learners team to lead the implementation of the District literacy plan. Staff Responsible for Monitoring: Campus Administration Instructional Coaches Leaders of Learners Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 2 - School Processes & Programs 1 Funding Sources: Academic Coaches - 199 - General Funds: SCE	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. c) Utilize data from instructional walks and formative assessments to customize campus professional learning. Staff Responsible for Monitoring: Campus Administration Instructional Coaches Leaders of Learners Team Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 2 - School Processes & Programs 1 Funding Sources: Professional Development - 211 - Title I - \$2,000, Instructional Coaches - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Communicate and assist campus staff in implementing responsive and personalized learning that is data driven. Actions: a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessments. b) Provide campus staff with opportunities to learn about differentiated instruction. c) Assist campus staff in utilizing technology to further personalize learning for students. Students will utilize technology during their station rotations and learning paths will be determined based on student needs. Students can work through these stations independently. d) Monitor, support and provide feedback for campus implementation of personalized learning. e) Administration will meet and review campus data regularly. f) Provide training and support for 2.0 tier one priorities. g) Utilize SCE funded math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance. Staff Responsible for Monitoring: Campus Administration Instructional Coaches Campus Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 2 - School Processes & Programs 1 Funding Sources: Campus Personnel - 211 - Title I - \$126,252, Instructional Resources - 211 - Title I - \$19,420		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: Designated staff will participate in the reading academy and utilize the coaching model established by TEA based on the HB3 requirements. Actions: a) Implement, monitor and support the district plan for Reading Academies. b) New teachers in grades K-3 and our special education teacher along with the campus assistant principal will participate in this year's Reading Academy. Staff Responsible for Monitoring: Campus Administration Reading Academy Coaches Designated Classroom Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th. Actions: a) Continue to support and train staff with the BAS/SEL, mClass assessment, and STAR Ren. b) Train teachers and campus staff in grades prekindergarten - 5th on the administration of the TEA math and reading assessments and utilization of progress monitoring data through Eduphoria to make instructional decisions. c) Provide opportunities for instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Monitor progress made by students in grades prekindergarten - 5th based on assessment instruments being used for reading and math. e) Oversee the implementation of progress monitoring assessments within appropriate windows. Staff Responsible for Monitoring: Campus Administration Instructional Coaches Campus Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 6: Implement system-wide instructional practices to support Emergent Bilinguals. Actions: a) Utilize MPL to assist teachers in personalizing learning based on student data. b) Implement district biliteracy framebook and continue to support grade levels as they migrate through the implementation of the redesigned Dual Language Program. Staff Responsible for Monitoring: Campus Administration Multilingual Program Lead Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1	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 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.



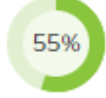





- a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.
- b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district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

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom and across campus. Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize campus teams to analyze the campus needs and next steps required based on the continuous improvement rubric. d) Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed. e) Revisit campus vision and mission statement. f) Classrooms develop a mission statement and strategic learning goals. g) Grade level teams utilize the PDSA process to monitor progress towards goals. h) Students regularly track individual growth in data folders. Staff Responsible for Monitoring: Campus Administration Campus Staff TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need. Actions: a) Collaborate with PTA to schedule and host school-wide events to support students and families such as parent education classes. b) Identify and communicate the needs of student populations and their families with community partners. c) Develop parent and family engagement policy and offer flexible opportunities for meetings. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Improve low-performing schools Funding Sources: Title I Family Engagement - 211 - Title I - \$1,300	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details		Reviews			
Strategy 3: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth. Actions: a) Provide professional development for all teachers in analyzing and using a variety of data for the purpose of focused instruction, appropriate interventions, and approved accommodations. b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments during PLCs with partner school. c) Provide professional development for all staff in the use of AWARE to build assessments and analyze data to inform instruction. Staff Responsible for Monitoring: Campus Administration Instructional Coaches Campus Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1 Funding Sources: Professional Development - 211 - Title I - \$11,500, Campus Personnel - 199 - General Funds: SCE - \$33,482		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. Actions: a) Implement and monitor an ESSER plan that is approved by TEA and supported by the district. b) Create and Implement an Accelerated Intervention Plan to address HB4545. Staff Responsible for Monitoring: Campus Administration Campus Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 2 - School Processes & Programs 1 Funding Sources: ESSER Tutors - ESSER - \$11,480		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details	Reviews			
Strategy 5: Implement the RTI framework to facilitate a multi-tiered system of support for identified students. Actions: a) Hold campus RTI meetings throughout the year. b) Develop time within the master schedule that allows time for each grade level to have designated RTI time. c) Regularly meet with campus interventionist to discuss progress, needs, curriculum and resources. d) Implement SEL curriculum Conscious Discipline and district provided resources. e) Continue to provide professional learning for Conscious Discipline and tiered behavior interventions. f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Campus Administration Campus Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1, 2 - School Processes & Programs 1 Funding Sources: Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. Actions: a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services. Staff Responsible for Monitoring: Campus Administration Attendance Clerk 504 Coordinator Special Education Staff TEA Priorities: Improve low-performing schools Funding Sources: - 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 3: Students will display an awareness of social-emotional development as measured by a campus-administered student/staff survey.







Evaluation Data Sources: Observation Data
Social-Emotional Learning Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement a district-approved program that teaches social-emotional skills. Actions: a) Provide training for all staff utilizing Conscious Discipline as a way to identify campus social and emotional needs and collaborate with campus staff to develop a plan and revise our plan throughout the school year. b) Implement district provided resource as a SEL curriculum used throughout the year. c) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Campus Administration Campus Staff CSI Team Counselor TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the SEL component contained in the district ESSER plan. Actions: a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Collect data and information from campus staff to determine the needs of families in crisis. Staff Responsible for Monitoring: Campus Administration and Campus staff TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1	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


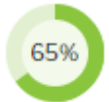




Strategy 1 Details	Reviews			
Strategy 1: Deliver the behavioral RtI plan with fidelity. Actions: a) Provide training on the district behavior RtI plan. b) Implement Conscious Discipline campus wide. c) Schedule extended behavior RtI collaboratives and utilize Success Ed to input behavioral student plans. d) Utilize the behavior facilitator to guide best practices. Staff Responsible for Monitoring: Campus Administration Campus Staff CSI Team Behavior Facilitator TEA Priorities: Improve low-performing schools	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: 2020-2021 Campus Attendance

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement a campus-wide program that increases student attendance. Actions: a) Develop and communicate campus attendance plan with all stakeholders. b) Monitor and make adjustments to the attendance plan throughout the year as needed.	Formative			Summative
	Nov	Jan	Mar	June







<p>c) Track student and staff attendance. d) Provide incentives that encourage student attendance. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help mitigate student attendance issues.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff Attendance Clerk</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 199 - General Funds</p>				
<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: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Staff and student survey, Accident Reports

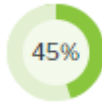





Strategy 1 Details	Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. Actions: a) Review perception data from students, staff, and parents to identify strategies to improve campus safety. b) Utilize the campus CSI team to review student and staff safety concerns.	Formative			Summative
	Nov	Jan	Mar	June

<p>c) Take corrective action of findings at the campus by utilizing our CSI Logistics Team.</p> <p>d) Implement and review the district safety protocols.</p> <p>e) Schedule and monitor safety drills through Navigate 360.</p> <p>f) Identify potential school and safety threats using survey data to implement and refine procedures.</p> <p>g) Continue to implement the Anonymous Alerts and Threat Assessment System.</p> <p>h) Conduct monthly safety meetings with the Safety Committee and revise plans as needed.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff Safety Committee</p> <p>Problem Statements: Perceptions 1</p>				
<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 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.


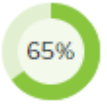




Evaluation Data Sources: Campus WC Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district-wide program that promotes an accident-free work environment.</p> <p>Actions: a) Conduct facility reviews to locate and address issues and needs.</p> <p>b) Provide safety training for campus staff based on district protocols.</p> <p>c) Provide safety equipment as needed.</p> <p>d) Continue to monitor the implementation of safety procedures.</p> <p>e) All employees will complete Safe Schools Training.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Campus Site-Based Team Meetings

Strategy 1 Details	Reviews			
Strategy 1: Maintain a district-wide coordinated health program. Actions: a) Continue to implement health related plans at the campus level. Examples include: Play It Safe, Dental and Vision Screenings, Employee Wellness Challenges, etc. b) Follow district health requirements. c) Students participate in regular pacer and fitness gram tests in physical education class. Staff Responsible for Monitoring: Campus Administration Nurse Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Birdville Independent School District
W.A. Porter 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 between the beginning and end of the year.





High Priority









HB3 Goal

Evaluation Data Sources: A. Elementary: Fountas & Pinnell reading levels
B. CLI Engage-Circle(Pre-K)
C. Renaissance Math(1-5)
D. MCLASS reading K-2
E. Renaissance Reading (3-5)
F. TEA Interims for Reading and Math (3-5)
G. Teacher created common assessments

Strategy 1 Details	Reviews			
Strategy 1: Build capacity to implement the district literacy plan at the campus level. Actions: A. Provide training for all staff to build their capacity to implement campus literacy plans. B. Utilize LOL team to train and lead implementation of the district literacy plan and strategies. C. Set up campus walks with coaches to help support and visit with staff to implement tier 1 priorities. D. Provide teachers opportunities for them to have professional development off campus E. Provide teachers with the opportunity to take campus walks and observe other classrooms on campus as well as other campuses to watch implementation of Tier 1 priorities. F. Utilize Reading Academy strategies in the classroom to follow the Science of teaching reading. G. Use coaching cycles to assist teachers in targeted goals. Staff Responsible for Monitoring: Administration LOL team Teachers Academic Coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: - 199 - General Funds - \$2,000, Academic Coach - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Use frequent and systematic assessment of student performance to direct and improve instruction while focusing on continuous improvement. Actions: A. Data from progress monitoring. Renaissance Reading and Math, CBA tests, Interims and F&P to help guide instruction B. Use instructional coach to help monitor and train teachers on how to effectively administer the BAS test to ensure as much accuracy as we can. C. Using continuous improvement walk through forms to help guide instruction D. Students will use data folders to help take ownership of instruction. E. Common assessments will be used at the appropriate rigor and relevance F. Utilize SCE funded math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance Staff Responsible for Monitoring: Teachers Administrators Reading and Math Interventionists Academic Coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement the campus literacy plan through established priorities for system-wide literacy practices. Actions: A. Host and participate in instructional focus walks with other campuses. B. Lead literacy-focused discussions in PLC meetings. C. Use district monitoring guide to monitor instructional delivery D. Focused campus walkthroughs focusing on Continuous Improvement and Tier 1 priorities. E. Teachers will work with students at their reading levels in small groups using the Workshop Model Staff Responsible for Monitoring: Administration, Academic coaches and teachers	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 4 Details	Reviews			
Strategy 4: Provide support to specialized programs Actions: A. Special education teachers will receive support from the special education academic coach and administrators. B. Special education teachers will be a part of all RTI meetings as well as data meetings. C. Resources that regular education students receive will be purchased for special education students. D. Special education teachers will be included on LOL teams and vertical team meetings. E. Special education teachers will be a part of the PLC process to ensure data is evaluated and strategic action put in place to measure growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: SMART TV, Literacy materials - 199 - General Funds - \$2,000, Campus Personnel - 199 - General Funds: SCE - \$48,484	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Implement the Reading Academies and coaching model established by TEA based on the HB3 requirements. Actions: A. All new teachers in K-3 will finish the Reading Academy per HB3 requirements B. Work closely with district trainers to make sure academy content is implemented with fidelity. C. Review progress through PLC meetings collecting data to evaluate student progress. D. Implement Reading Academy strategies to line with best practices E. Academic coach will use the coaching cycle to help work with teachers to ensure that teachers have the best practices in place. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Academic Coach and District Trainer.	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 per HB 4545 Actions: A. Students will be tutored during WIN times and before and after school B. Reading and Math interventionists will be used as case managers to help follow the progress of our accelerated instruction C. Teachers will use district provided curriculum and work to pre-load instruction to keep students from falling behind in the given subject areas. D. Campus will utilize ESSER funds to pay for tutorials for before and after school E. Meet with our digital specialist and academic coach once a month to utilize best practices in the classroom and support teachers with technology tools. F. Monitor growth during RTI and PLC meetings with solution focused action plans based on data. Problem Statements: School Processes & Programs 1, 2 Funding Sources: ESSER Tutors - ESSER - \$8,763, Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Create campus wide system to raise our growth in math scores to help Domain 3 Closing the Gaps per the TEA campus report card which would give us an overall campus rating of an A. Actions: A. Have data driven PLC meetings where action plans are put into place for growth. B. Coaching cycles will be implemented and centered around rigor and relevance in math. C. Utilize more small groups focusing on students are showing limited growth. D. Use Coach and Math Interventionist to assist in reviewing data and focus on standards in PLC and RTI meetings that are not being comprehended by students. E. Focus on Tier 1 priorities and monitored through new campus walk through feedback form. Staff Responsible for Monitoring: Administrators and Academic Coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 2	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 2: Reduce the number of students assigned to behavior RTI tiers 2 and 3.



Evaluation Data Sources: Behavior RTI Data Sheets


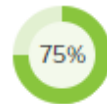




Strategy 1 Details	Reviews			
Strategy 1: Implement our campus positive behavioral RTI and support program. Actions: A. Provide district expectations of Behavior RTI as outlined in the RTI handbook. B. Conduct Collaborative conferences as needed with teachers and staff and involve the Behavior Interventionist when there is an opportunity. C. Use Success Ed to input behavioral RTI student plans. D. Weekly purposeful team building games in PE to follow the ideals in our CKH program. E. Use Character Strong curriculum once a week to support our SEL. F. Capturing Kids Hearts used for daily positive behavior support. G. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: All Staff Problem Statements: Demographics 1 Funding Sources: Crisis Counselor - 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 3: Students will display dispositions of high levels of social-emotional development measured by a district administered survey of student perceptions.

Evaluation Data Sources: District and school surveys

Strategy 1 Details	Reviews			
Strategy 1: Use the district approved program Capturing Kids Hearts that teaches social-emotional skills. Actions: A. Implement district program Character Strong with teachers and counselor provided lessons B. Ensure Capturing Kids Hearts strategies are being used in the classrooms with walk-through checks. D. Providing mentors by partnering with local churches. E. Friday team building lessons in PE. F. WATCH Dogs will be on campus to help students feel safe, but also we want our WATCH Dogs to help serve as mentors. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement district wide program Character Strong Actions: A. Teachers will complete Character Strong lessons each Friday. B. Teachers document their weekly lessons and complete unit evaluation. C. Announcement crew will be using SEL quotes to help support Character Strong. D. Assistant Principal and counselor will oversee the progress of the program. Staff Responsible for Monitoring: Assistant Principal Counselor Teachers	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: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Implement plans for third and fourth grade students who did not score approaches on the 2022 STAAR test. Actions: A. Implement accelerated instruction according to HB4545 B. Adjust instruction based on data meetings and reviewing progress. C. Monitor hours needed by using reading and math interventionists as case managers. D. Establish WIN groups to develop specific skills that students were missing. E. Monitoring progress monitoring in the classroom to ensure focus on growth. Staff Responsible for Monitoring: Principal and Assistant Principal Academic Coaches Reading and Math interventionists teachers Funding Sources: Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. Actions: A. Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. B. Monitor the PDSA development process through PLCs to ensure alignment to district expectation. C. Collect examples during campus walk-throughs. D. We will have 2 data nights for students to share data with their parents. E. Campus walks at Porter as well as off campus at hosting sites to view best practices in the classroom. Staff Responsible for Monitoring: Principal and Assistant Principal Academic Coaches Problem Statements: Student Learning 2				
 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.

High Priority

Evaluation Data Sources: Pulse









Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide incentive program to increase student and staff attendance. Actions: A. Track attendance by school wide and classroom attendance boards. B. Provide incentives to students and staff on a 6 weeks as well as a yearly basis. C. Recognizing classes with improved attendance D. Implement Truancy Prevention Measures with fidelity. E. Ongoing communication with parents discussing attendance issues. and finding the root causes. F. Work closely with attendance officers to address severe attendance problems. Staff Responsible for Monitoring: All Staff Funding Sources: - 199 - General Funds - \$800				
 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 that feel safe at school.







High Priority

Evaluation Data Sources: Staff and student surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus program that promotes an accident-free work environment Actions: A. Conduct trainings and distribute materials provided by the district in campus safety. B. Conduct safety drills in compliance with district expectations. C. Collect and review perception data from students, staff and parents. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. Actions: A. Local PTA has partnered with Porter to provide off duty officers to attend events where large numbers of people would be coming in and out of our building. B. WATCH Dogs put in place to help monitor the building inside and out to provide an extra set of eyes for security. C. Set multiple daily walks by administrators and head custodian to check doors and walk the perimeter. D. Partnered with local churches to provide mentoring programs to students who need extra support. E. CKH program in place to help students feel welcome and have a voice at school F. Implement Character Strong as SEL program with weekly lessons. Staff Responsible for Monitoring: Administration, counselor and staff	Formative			Summative
	Nov	Jan	Mar	June
				
<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 2: Reduce the cost of accidents resulting in workers' compensation claims by 20% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 20%.

Strategy 1 Details	Reviews			
Strategy 1: Comply with all training provided by the district addressing employee safety. Actions: A. Forward information provided to all faculty and staff regarding employee safety. B. Complete all required safety trainings C. Safe Schools trainings will be completed by all staff by the district deadline. Staff Responsible for Monitoring: All Staff	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.







Strategy 1 Details	Reviews			
Strategy 1: Implement the campus plan and all required required compliance plans. Actions: Meet 3 times a year to review campus plan and evaluate progress. Staff Responsible for Monitoring: Admin LOL Team Problem Statements: Student Learning 2	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 4: The campus will implement the Standard Response Protocol to maximize safety for all students and staff.

High Priority

Evaluation Data Sources: Navigate 360

Strategy 1 Details		Reviews			
Strategy 1: Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures. Actions: A. Contact Officer Brown when performing lock down drills B. Evaluate each drill afterwards problem solving areas that did not go as planned. C. Safety team will meet to review plans and discuss scenarios to trouble shoot. D. Navigate 360 will be used to aid in communication during drills or actual emergencies. Staff Responsible for Monitoring: Principal Assistant Principal Teachers on safety team		Formative			Summative
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		 No Progress  Accomplished  Continue/Modify  Discontinue			

Birdville Independent School District

Snow Heights 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.

HB3 Goal

Evaluation Data Sources: CLI Engage-CIRCLE (PreKindergarten Reading and Math)





Fountas & Pinnell Reading Levels











mClass (Kindergarten, Reading and Math)

mClass (Grades 1-2, Reading)

Renaissance Star Assessments (Grades 1-5 Mathematics & Grades 3-5 Reading)

TEA Interims (Grades 3-5 Reading and Mathematics)

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the District's literacy plan with a focus on responsive teaching and continuous improvement. Actions: a) Continue focusing on literacy by planning accordingly in each content area through vertical (Reading/ Writing, Math, & Science) alignment teams b) Maintain and continue implementation plan of Workshop model in Reading, Writing, and Math in support of all students c) Monitor implementation of the district literacy plan as evidenced in walk-throughs, observations, vertical team meetings, and lesson plans using content specific rubrics d) Utilize signposts, Book, Head, Heart (BHH), and the Continuum to Engage in a Campus Culture of Metacognition e) Continue using a Quick Reference Guide to Growing Readers that focuses on reading behaviors f) Provide necessary resources needed to support the district's literacy plan-Empowering Writers, Powers of Pattern, and Guided Reading materials (Fountas & Pinnell) g) Regularly utilize the campus' Leveled Library and Fountas & Pinnell IRA/Shared Reading resources for instruction in all subject areas h) Model literacy through a staff book club that meets monthly i) Participate in World Read Aloud Day to promote literacy with staff, students, and community members j) Host a Literacy Night to provide literacy education to parents/family members k) Continue publishing the student written newspaper, "The Polar Gazette" l) Utilize new learning obtained through Reading Academies (Science of Reading) m) Support writing instruction in all subject areas (grade appropriate grammar rules, complete sentences, spelling, etc.) n) Utilize district content coordinators and campus academic coach to support teachers in Tier 1 instruction o) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs Staff Responsible for Monitoring: Principal, Assistant Principal, LOL members, Academic Coach, Teachers Funding Sources: Academic Coaches - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Understand and implement data informed responsive teaching Actions: a) Teachers design a learning plan based on their own personal goal(s) as well as select a Student Learning Objective for T-TESS b) Understand and build a Responsive Culture (based on Jenn Kleiber's work) c) Provide training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance -Rdg. & Math, and Interims) to inform instruction d) Utilize Fact Fluency strategies to build automaticity with math facts (addition, subtraction, multiplication, and division) e) Provide training on 2.0 Tier 1 priorities to all staff f) Continue to build capacity through the PLC process Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide rigorous learning opportunities for our GT/advanced students Actions: a) Promote higher level thinking by creating rigorous questions using signposts, BHH, and the Continuum in Reading b) Continue utilizing Math Menus b) Provide time for teachers to unpack the standards and then design tasks, products, and assessments that meet the rigor of the standards c) Utilize GATE teachers, district content coordinators, academic coach, and digital specialists to aid teachers in designing lessons and products that meet the rigor of the standards d) Ensure classroom teachers and all specified staff receive yearly six hour Gifted and Talented update Staff Responsible for Monitoring: Principal, Assistant Principal, GATE Teacher, Academic Coach	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Participate in the reading academies and coaching model established by TEA and district based on the HB3 requirements Actions: a) Optional attendee teachers, new to K-3 teachers, and Assistant Principal attend Reading Academy training b) Reading Academy attendees meet regularly to discuss/debrief new learning and how it will be implemented into the classroom c) Create a PDSA to guide implementation d) Utilize Reading Academy Coach as a support to campus implementation e) Provide time for past Reading Academy attendees to meet with current attendees to offer support/guidance Staff Responsible for Monitoring: Principal, Reading Academy Coach	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue to administer progress monitoring assessments for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students Actions: a) Follow district and campus assessment calendars b) Participate in Universal Screeners three times a year: BOY, MOY, and EOY c) Progress monitor students in Reading (BAS, Star Renaissance, mClass), Writing (Norma Jackson) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY); Fact Fluency Running Records d) Conduct interim assessments in Grades 3-5, Reading and Math twice a year e) Create and conduct online nine weeks assessments by grade level in Math using Aware f) Respond instructionally by utilizing data and support from Academic Coach g) Provide STAAR 2.0 to all teachers h) In Math, spiral review previously learned TEKS on a weekly basis Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, and Teachers Problem Statements: Student Learning 2, 3 Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$37,572	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing the district's ESSER plan, build strong, equitable, and responsive learning environments to close learning gaps and create learning opportunities for all students</p> <p>Actions: a) Design a master schedule that includes protected time for RtI groups in Grades 3-5 b) Utilize collective data in RtI collaborative conferences to make instructional decisions based on the needs of individual students c) Provide full time Math and Reading interventionist to serve Tier 3 students in order to decrease learning gaps and increase student performance d) Utilize content tutors to provide small group/accelerated instruction based on individual student needs e) Ensure that any teacher or staff member that provides specialized services to students receive training in strategies aligned to program requirements f) Provide regular opportunities for Special Education teachers to plan for instruction with General Education to ensure proper alignment is taking place in all subject areas g) Ensure that Special Education is represented in Vertical Alignment Teams (Reading, Math, and Writing) h) Share information to staff and parents about specialized programs documented through professional learning opportunities, 504 meetings, ARDs, parent/teacher conferences, etc i) Utilize Success Ed to monitor program responses to students who are identified as 504, Special Education, or RtI j) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Academic Coach</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$39,224, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$11,770</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details		Reviews			
Strategy 2: Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth Actions: a) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year b) Teachers create nine week online assessments in Math based on the rigor of the standards using Aware c) Conduct RtI collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings d) Ensure collaboration through PLCs between classroom/Special Education teachers and interventionists e) Share and attend district professional learning opportunities in regards to progress monitoring-Success Ed., Aware, etc. f) Provide training to classroom teachers on appropriate interventions and approved accommodations Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Math and Reading Interventionists Problem Statements: Student Learning 2 - School Processes & Programs 1 Funding Sources: - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Develop and implement system-wide instructional practices appropriate for Emergent Bilinguals Actions: a) Ensure all teachers are certified to teach English Learners b) Utilize the district's English Learners Teacher Toolkit as well as Elevation c) Share English Learner district training opportunities with teachers d) Conduct LPAC meetings to address student needs Staff Responsible for Monitoring: Principal, Assistant Principal		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Implement a multi-tiered system of support (MTSS) for identified students. Actions: a) Implement weekly SEL (CKH & Character Strong) lessons to align with the whole child tenets b) Conduct bi-monthly guidance lessons to support classroom SEL instruction c) Provide ongoing training for all staff to build their capacity to implement MTSS d) Conduct regular Behavior and Academic RtI collaborative meetings e) Set and monitor student goals in regards to behavior and academics f) Provide supplemental resources to support SEL g) Plan and coordinate a CKH day for students, staff, and community members h) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Problem Statements: Perceptions 1, 2 Funding Sources: Intervention Personnel and Crisis Counselor - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details	Reviews			
Strategy 5: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. Actions: a) Utilize campus Continuous Improvement checklist each nine weeks to ensure implementation of Continuous Improvement practices b) Grade levels display, post, and update BOY, MOY, and EOY Reading, Writing, and Math data in hallways and in classrooms c) Grade levels implement personal data folders for each student in Reading, Writing, and Math d) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Enlist community and business partners to assist in providing support to students and families Actions: a) Design and implement a school wide plan to increase parent involvement b) Provide a Literacy Information Night to inform parents on best practices c) Conduct a Science Night for students and parents to gain a deeper knowledge in all aspects of Science d) Grade levels provide a weekly newsletter to keep parents informed of classroom expectations e) Principal shares Capturing Kids' Hearts strategies, academic, and/or safety tips, or relevant information in regards to parenting in monthly newsletter f) Implement Mentor Program to serve students using volunteers from North Richland Hills Baptist Church or community members g) Utilize essential parent volunteers/PTA members to assist teachers inside and outside of the classroom h) Host a "Good News Club" for students on a weekly basis throughout the school year Funding Sources: Title I Family Engagement - 211 - Title I - \$567	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Develop, implement, and monitor a campus process to ensure identification and accurate coding of all students who qualify to receive services under the fifteen At Risk indicators Actions: a) Provide training to specified staff members on identifying At Risk students b) Create profile sheets on identified students to track At Risk indicators c) Meet quarterly to ensure coding is updated and accurate Staff Responsible for Monitoring: Principal, Assistant Principal (PEIMS Coordinator), and Counselor	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 an awareness of social-emotional development as measured by a district-administered student survey.







Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
Strategy 1: 1) Deploy the district curriculum for social-emotional learning (SEL) Actions: a) Ensure delivery of lessons using CKH and Character Strong curriculum that provides students with experiences to develop character values b) Implement activities that will integrate character values throughout the campus-Counselor Guidance Lessons, and Grade Level Service projects, etc. c) Implement and maintain a Pep Club for students in Grades K-5 d) Counselors deliver classroom guidance lessons addressing suicide prevention and bullying warning signs, resources, and strategies e) Implement and regularly refer to CI mission statements and CKH Social Contracts f) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.) g) Create after school groups that build upon the social/emotional needs of students-Kindness Crew, Yearbook, Pep Club, Polar Gazette etc. h) Create and host lunch bunch groups to address student needs-Grief/Divorce support, Friendship, Anger, etc. i) Recognize students each nine weeks that demonstrate the district's character traits Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Funding Sources: Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 80%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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) Monitor district expectations of Behavior RtI as stated in the RtI handbook b) Regularly conduct collaborative conferences with teachers and staff members in regards to student behavior (BOY, MOY, EOY, and two progress monitoring meetings) c) Ensure use of Capturing Kids' Hearts (CKH) in classrooms and throughout the campus d) Utilize campus wide discipline plan e) Provide specific training in the area of TBRI to teachers/staff in order to better understand the students as well as strategies that will aid in them being successful f) Utilize the district Behavior Facilitator or General Education Behavior RtI Facilitator when needed g) document progress and set goals in Success Ed program Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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: 1) Monitor campus initiative to improve and address student attendance, social needs that interfere with attendance, and collect pertinent data on strategies that mitigate poor student attendance. Actions: a) Implement Truancy Prevention Measures-make contact by phone to discuss concerns/needs b) Continue monitoring attendance through a PDSA cycle by individual classrooms each nine weeks and share data with staff and students (if applicable) c) Continue monitoring student and staff attendance each nine weeks; post on Attendance Wall d) Monitor weekly campus attendance by utilizing district attendance report e) Grade levels implement incentive measures to increase attendance f) Recognize Perfect Attendance (student and staff) at Celebration Assemblies Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: Demographics 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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 department and campus.







Evaluation Data Sources: Evaluation of goal achievement as per campus improvement plan

Strategy 1 Details	Reviews			
Strategy 1: 1) Deploy a school wide system of Continuous Improvement. Actions: a) Monitor implementation of continuous improvement through walk-throughs, vertical team meetings, grade level meetings, and RtI collaborative conferences b) Teachers and students monitor progress in learning through formative and reflective feedback (grade level strategic goals related to one year's growth in Reading, Math, and Writing) c) Implement student generated data folders to track progress related to individual goals d) Utilize the PDSA cycle with individual students in order to set and meet goals Staff Responsible for Monitoring: Principal, Assistant Principal, LOL Members	Formative			Summative
	Nov	Jan	Mar	June
				
<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 and campus safety survey of students, parents and staff

Strategy 1 Details	Reviews			
Strategy 1: 1) Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being. Actions: a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Character Strong lessons in classrooms and throughout the campus b) Utilize campus wide discipline plan c) Offer focused guidance lessons to students in need d) Schedule a minimum of four unannounced safety drills during each semester of the school year e) Faculty Advisory committee monitors and makes recommendations for improvement after safety drills (BISD's after action report) f) Conduct safety audits to identify security issues on campus g) Collect and review perception data from students, staff and parents to identify strategies to improve campus safety h) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns i) Offer after school clubs based on student suggestions/interests (Basketball, Dance club, etc.) Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	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%.


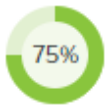






Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
Strategy 1: 1) Implement the district-wide program that promotes an accident-free work environment Actions: a) Ensure that all staff members complete the required Safe Schools training b) Inform students, staff, and visitors of any allergy related issues on campus c) Provide regular safety training to staff at faculty meetings d) Administer safety surveys provided for campus personnel e) Utilize purchased safety equipment for campus f) Perform campus safety walk-throughs with Head Custodian g) Monitor the implementation of safety procedures Staff Responsible for Monitoring: Principal, Assistant Principal, Head Custodian	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 district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Fitness Gram results; Parent/Student surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop and maintain a district-wide coordinated health program. Actions: a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data Staff Responsible for Monitoring: Principal, Assistant Principal, Physical Education teacher	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement requirements of the Every Student Succeeds Act regarding family and parental involvement. Actions: a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title 1, Part A schools. b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy).	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Birdville Independent School District

Smithfield Elementary

2022-2023 Formative Review



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Goal 3: All students and staff will learn and work in a safe and responsive environment.	10

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 math literacy between the beginning and end of year.

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

HB3 Goal

Evaluation Data Sources: PK: Circle (reading and math)

K-5: Fountas & Pinnell reading levels



K: mClass (reading and math)





1-2: mClass (reading)









3-5: STAR Reading

1-5: STAR Math

3-5 TEA Interims (reading, math)

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level. Actions: a. Utilize LOL team to train and lead implementation of district plan and strategies. b. Provide coaching support for teacher on literacy plan. c. Use exemplar teachers to model lessons to help other teachers visual practice in action. Staff Responsible for Monitoring: Administrators LOL Team Academic Coach Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1 Funding Sources: Academic Coach - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Continue to implement the literacy plan with the focus of responsive teaching and continuous improvement. Actions: a. Schedule and implement instructional rounds session based on best practices and responsive teaching. b. Provide monthly PD on best practices and strategies to help support teachers. c. Conduct campus walk throughs for the purpose of collecting artifacts to support literacy implementation. d. Implement training to support general education and all special program teachers with instructional practices that aligns to the new STAAR redesign. Staff Responsible for Monitoring: Administrators Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Continue to refine and implement a campus-wide plan for GT students to provide opportunities for rigorous learning beyond Tier I coursework. Actions: a. Refresh teachers on Rigor and Relevance framework. b. Collaborate with GTI to provide activities during RTI instruction and push-in K-2 to provide enrichment lessons when possible. c. Utilize resources from Scholastic to increase rigor in small groups in support of all students. Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Scholastic - 211 - Title I - \$900		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: Continue to support a full day pre-K program for four year-olds and half-day for three year olds that qualify based on a board approved three-year plan. Actions: a. Maintain a PK teacher who is certified and has early childhood qualified. b. Provide PD that is relevant to early childhood both through campus and district resources. c. Maintain an average ratio of 1 to 11 which includes one certified teachers and one teacher's aide per TEA guidelines. d. Implement new curriculum in the pre-kindergarten classrooms. Staff Responsible for Monitoring: Administrators PK teachers Funding Sources: Prekindergarten Teacher - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5. Actions: A. Continue to support and train staff on BAS, mClass and STAR assessments. B. Ensure that instructional coach is working with teachers to utilize progress monitoring data and designing instructional practices. C. Use Aware to monitor progress of students in grades PK-5. D. Provide prekindergarten - 5th teachers and campus staff on the new STAAR redesign for the purposes of aligning instruction. Staff Responsible for Monitoring: Administrators Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$103,715	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.





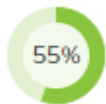





Performance Objective 2: Close achievement gaps that exist for all under performing student groups as measured by state and district assessments.

a. Meet all progress monitoring targets for grades PK-3rd in reading and math for all student groups measured by state and district approved monitoring instrument.

HB3 Goal

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







Strategy 1 Details	Reviews			
Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency and efficiency. Actions: A. Implement campus ESSER plan and the use of the funds provided. B. Continue to follow the plan to collect, analyze and progress monitor student data that will address closing the achievement gaps. C. Implement accelerated instruction according to HB 4545. Staff Responsible for Monitoring: Administrator LOL Funding Sources: ESSER Tutors - ESSER - \$8,525	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth. Actions: A. Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations. B. Track student performance to determine progress towards success on STAAR assessments. C. Provide professional development for teachers for the purpose of developing personalized plans through Success-Ed. D. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction. Staff Responsible for Monitoring: Administrators Academic Coach Digital Learning Specialist Problem Statements: Demographics 2 Funding Sources: Professional Development - 211 - Title I - \$6,748	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize the results of the RTI evaluation to implement a multi-tiered system of supports (MTSS) for identified students. Actions: a. Strengthen the RTI process through training and small group PLCs. b. Provide ongoing training for all staff to build their capacity to implement MTSS. c. Monitor math intervention resource for effectiveness. d. Continue to implement SEL curriculum and provide professional learning to support SEL with the use of Capturing Kid's Hearts Premium Program. e. Meet with teacher each quarter to determine which students need MTSS services and who is identified for RTI support. f. Use GAPS EA to support students who need either intervention or accelerated support. Staff Responsible for Monitoring: Administration Interventionists Academic Coach Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Tutoring - 211 - Title I - \$21,632, Interventionists - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue implementation of continuous improvement processes Actions: a. Use walk-through forms to evaluate implementation across campus. b. Provide refresher professional learning for those who need it. c. Provide new teacher training throughout the year to ensure that the processes are being used and understood. Staff Responsible for Monitoring: Administration Problem Statements: Demographics 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Develop and implement system-wide practices for the design and delivery of programs and services for English Learners. Actions: a. Develop professional learning sessions targeting the competencies necessary to serve the needs of ELs. Staff Responsible for Monitoring: Administration Academic Coach Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.







Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
Strategy 1: Implement district curriculum for social-emotional learning (SEL). Actions: a. Use Guidance lessons to continue to build social emotional support. b. Develop and distribute a Family Engagement Policy through Title I. c. Plan and implement events that increase parent and family involvement. d. Utilize the CKH Premium resources for SEL support in classrooms. e. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Counselor Administration Title I: 4.1, 4.2 Problem Statements: Demographics 1 Funding Sources: Title I Family Engagement - 211 - Title I - \$462, Capturing Kid's Hearts Premium Resource - 211 - Title I - \$3,000, Crisis Counselor - 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: Monitor the implementation of the behavioral RTI plan. Actions: a. Monitor behavior RTI in classrooms b. Continue to use the behavior RTI team to establish processes for implementation. c. Utilize the Behavior EA to help increase proactive tools for students to learn and use to regulate emotions and reduce behaviors. Staff Responsible for Monitoring: Administration Title I: 2.6 Funding Sources: Behavior EA - 211 - Title I - \$30,000	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: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
Strategy 1: Refine and implement the 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. Create a system to celebrate staff attendance. b. Continue awards given for student attendance using incentive attendance funds c. Keep parents informed of attendance issues Staff Responsible for Monitoring: Admin Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Attendance Incentives - 199 - General Funds - \$250	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 department and campus.







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

Strategy 1 Details	Reviews			
Strategy 1: Continue to monitor continuous improvement processes at a campus level. Actions: a. Meet with campus problem solving committee and use CI tools to work through campus issues. Staff Responsible for Monitoring: Admin	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: Attain a 10% annual increase on a school safety survey that is administered annually to students, staff, and parents.

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

Strategy 1 Details	Reviews			
Strategy 1: Establish a safe school community where students and staff report a sense of belonging, security and well-being. Actions: a. Use safety team to discuss safety issues. b. Collaborate with safety officials and community members to ensure security. c. Gather input from students about safety concerns. d. Work in collaboration with appropriate staff to ensure and enhance recommended CDC behaviors. e. Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. Staff Responsible for Monitoring: Administration Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Birdville Independent School District

O.H. Stowe 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 be at or above grade level in reading and writing.

- a) All students will be at or above grade level in reading and writing by the end of second grade.
- b) All Students at or above grade level will make at least one year's growth in reading and writing.

Evaluation Data Sources: F&P reading levels; Star Renaissance Reading; mCLASS; rubric growth in writing; STAAR performance

Strategy 1 Details	Reviews			
Strategy 1: Build capacity to implement the district literacy plan at the campus level Actions: a) ensure campus literacy plan is aligned to district plan b) provide literacy training for staff in support of the district plan c) utilize Instructional Coach to complete student-centered coaching cycles focused on student data and growth d) utilize Reading Academy Coach for new to Kindergarten through 3rd grade teachers as well as any other teacher working through the Reading Academies to support learning in the science of teaching reading e) all teachers will be trained to deliver literacy strategies across all content areas f) target tutorials before and after school for specific groups of students who need additional support g) reteach and expect the use of non-fiction reading strategies such as signpost and vocabulary strategies Staff Responsible for Monitoring: Campus Principal; Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement the campus literacy plan through established priorities for system-wide literacy practices Actions: a) campus instructional walks conducted by campus leaders of learners and intervention team and utilize data to review progress of implementation b) create a master schedule that provides targeted intervention/accelerated instruction time for all students in reading and writing (Beaver Block) c) vertical planning teams to design instruction for Beaver Block d) create a campus leveled literacy library to provide additional resources to teachers and take home readers for students e) use data folders to guide data and goal setting conversations with students in which students will measure growth in reading and writing and set goals f) implement common writing expectations in all content areas Staff Responsible for Monitoring: Campus Principal; Instructional Coach Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide resources to assist Tier 2 and Tier 3 students to accelerate their growth beyond one year in reading and writing Actions: a) provide reading interventionists to provide appropriate Tier 2 and Tier 3 support to students b) utilize ESSER funds for teacher to provide accelerated instruction to students in small groups (ratios not exceeding 5:1) before or after school Staff Responsible for Monitoring: Campus Principal; RtI Team; Interventionists Title I: 2.4, 2.5, 2.6 Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$61,428, Campus Personnel - 211 - Title I - \$61,895	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 2: All students will be at or above grade level in mathematics.

a) By the end of second grade, all students will be at or above grade level in math.

b) Students that are at or above grade level will continue to make at least one year's growth in mathematics.

Evaluation Data Sources: mCLASS; Star Renaissance; STAAR Interims; STAAR performance





Strategy 1 Details		Reviews			
Strategy 1: Implement campus growth plan focused on Tier I priorities in mathematics instruction Actions: a) campus instructional walks conducted by campus leaders of learners and intervention team focused on implementation of math workshop model b) create a master schedule that provides targeted intervention/accelerated instruction time for all students in mathematics (Beaver Block) c) vertical planning teams to design instruction for Beaver Block d) establish a guided math library to provide additional resources to target specific goals e) begin mapping TEKS and create pre/post tests for all math units to measure student growth and identify skills to target in Beaver Block for reteach and reinforcement f) use data folders to guide data and goal setting conversations with students in which students will measure growth in math and set goals g) implement common writing expectations in all content areas Staff Responsible for Monitoring: Campus Principal; Instructional Coach; Math Interventionist Title I: 2.4, 2.5, 2.6 Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$66,989, Campus Personnel - 211 - Title I - \$21,000		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: Close achievement gaps that exist for all under-performing groups as measured by STAAR and district CBA assessments

Evaluation Data Sources: STAAR data; CBA assessments; STAAR interims; TEA Accountability

Strategy 1 Details		Reviews			
Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments Actions: a) align special education instructional practices to Tier I priorities in math and ELAR b) increase opportunities for collaboration between general education and special education teachers c) train all teachers on effective strategies to use with students receiving special education services d) continue to have special education representation on the Stowe LOL team e) intentionally design Tier I instruction so all under-performing student groups receive small group (guided reading and math workshop) instruction in addition to a pullout program f) in self-contained SEEC program, administrators and behavior facilitators will meet teachers and paraprofessionals weekly. Staff Responsible for Monitoring: Campus Principal; Instructional Coach; Special Education Team Lead Title I: 2.4, 2.5, 2.6 Funding Sources: Instructional Resources - 211 - Title I - \$35,313		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Implement a collaborative process to monitor Tier 2 and Tier 3 student progress on a regular basis Actions: a) create RtI/MTSS team to use district protocol for monitoring student progress (BOY, MOY, EOY, and progress monitoring in fall and spring) b) provide quality professional learning on Tier I priorities and how to include these high-yield instructional strategies in all special education settings c) schedule and conduct PLC meetings with interventions and special education teachers to discuss student growth in various pull-out programs Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 Funding Sources: ESSER Tutors - ESSER - \$33,100		Formative			Summative
		Nov	Jan	Mar	June
					



Strategy 3 Details		Reviews			
Strategy 3: Develop and implement system-wide instructional practices appropriate for emergent bilingual students Actions: a) provide quality training for all instructional staff to engage and support Emergent Bilinguals b) utilize DL/ESL coach to help with lesson design, model lessons and strategies for EBs, co-teach, analyze EB student data, help K-4 teachers with new dual language program, plan and observe lessons for newcomers, and observe students. c) administrators will meet with DL/ESL coach as needed and schedule walk-throughs to collect data on ESL and EB support for students in classrooms d) monitor language proficiency and academic performance data to identify where additional support is needed e) ensure that all parent notifications, school signage, and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Continue implementation of the district continuous improvement process requirements for mission statements, goal setting, PDSA process and data folders in the classroom Actions: a) collect evidence from classroom walk-throughs and observations to highlight successful use of continuous improvement in improving outcomes b) provide training, coaching, and support for teachers on the continuous improvement process c) review campus PDSA through the year in PLCs and in LOL meetings d) each teacher will create a championship goal for the year and identify a strategic goal for each unit to focus classroom PDSA on with each class Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					




Strategy 5 Details	Reviews			
Strategy 5: Enlist community and business partners to assist in providing support to students and families 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) design and implement a Family and Parent Engagement Policy d) host a Title I Meeting e) partner with Community in Schools to provide a full-time Social Worker at Stowe to connect families with community resources Staff Responsible for Monitoring: Campus Principal; ASPIRE coordinator Title I: 2.6, 4.1, 4.2	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 dispositions indicative of high levels of social-emotional development.

Evaluation Data Sources: campus survey of students; counselor and discipline referral data

Strategy 1 Details	Reviews			
Strategy 1: Implement Capturing Kids' Hearts and infuse the ideals into all aspects of the campus culture Actions: (a) design student tasks that provide students with experiences to develop socially and and emotionally (b) design activities that will integrate CKH values throughout the campus (c) Collect data through surveys that will be used to monitor implementation and determine impact of CKH (d) identify and train Process Champions to further implementation; utilize a CKH Strategist to consult on implementing the processes to maximize impact on students (e) design parent engagement night to teach parents about CKH and how to use the processes at home (f) continue to have 100% of staff trained in Capturing Kids' Hearts Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
Strategy 2: Provide a comprehensive school counseling program Actions: (a) conduct classroom guidance lessons and implement Character Strong SEL curriculum (b) design activities that will integrate SEL values throughout the campus (c) align SEL with elements of the curriculum such as safety programs, guidance lessons, and tier 1 behavior RtI (d) design classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies (d) implement a Digital Citizenship and Safety program (e) work with staff and community to create and sustain a school culture that aligns with our SEL goals (f) Community in Schools will work with staff, students, and community to foster the social and emotional development of students. (g) provide a Crisis Counselor to intervene with emotional needs of students and provide support to staff on intervention and identify when behaviors escalate as a result of trauma experiences Staff Responsible for Monitoring: Campus Administration; Campus Counselor; Crisis Counselor Title I: 2.5, 2.6 Funding Sources: Crisis Counselor - 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 5: Reduce the number of students assigned to Tier 2 and Tier 3 Behavior RtI/MTSS



Evaluation Data Sources: referral data; classroom walk-through data; students on Behavior RtI list; counselor guidance lessons; counselor caseload; number of SEL groups; number of counseling groups








Strategy 1 Details	Reviews			
Strategy 1: Implement the district behavior RtI plan Actions: a) provide training on the district behavior RtI plan b) identify needed support systems c) utilize the Community in Schools social worker to determine needs of students e) meet with district behavior facilitator and teachers to develop plans for tier 2 and tier 3 students f) all classrooms have a calm down corner space supported by campus counseling team g) provide professional development on behavior interventions Funding Sources: Contract Service - 211 - Title I - \$36,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Professional development centered around culturally responsive classrooms Actions: a) provide training at the beginning of the year about culturally responsive classrooms b) on-going professional development with the LOL team on coaching responsive classrooms c) LOL team will take learning and implement ideas and strategies in their classroom and with their grade levels teams Title I: 2.5, 2.6	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 6: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas







Strategy 1 Details	Reviews			
Strategy 1: Schedule campus personnel in a way to maximize their time with students Actions: a) use a Title I EA to support science lab instruction to ensure all students access the science lab at least one time weekly b) provide partial funding for bilingual reading interventionist c) instructional support will push into Kindergarten and 1st grade classrooms to support guided reading and math workshop groups d) tutoring provided by retired certified teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Campus Personnel - 211 - Title I - \$60,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide technology that will allow for engagement in lessons and support the instruction to close achievement gaps in core areas Actions: a) provide interactive whiteboards/smart TVs for each classroom	Formative			Summative
	Nov	Jan	Mar	June

Title I: 2.4, 2.5, 2.6 Funding Sources: Instructional Resources - 211 - Title I - \$25,000				
 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 and days in attendance









Evaluation Data Sources: attendance, truancy, absentee numbers

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus program to incentivize student attendance Actions: a) create a program to incentives attendance weekly, monthly, quarterly, and annually Staff Responsible for Monitoring: Campus Administration	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: Maintain positive staff morale and shared ownership of student success







Evaluation Data Sources: staff survey; staff attendance

Strategy 1 Details	Reviews			
Strategy 1: Design and implement a plan incentivize staff attendance Actions: a) celebrate staff attendance monthly, quarterly, and annually Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Design and implement a plan to maintain positive staff morale throughout the year Actions: a) weekly staff participation activities that require little planning for teachers b) quarterly plan to create community across the campus c) opportunities for staff-input on decisions that impact their schedules and classrooms d) conduct staff surveys to check the morale pulse and determine interventions if needed Staff Responsible for Monitoring: Campus Administration; Sunshine Committee	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: safety survey data

Strategy 1 Details	Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging Actions: a) review perception data from students, staff and parents to identify strategies to improve campus safety b) identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being c) hold Campus Safety PLC Meetings to review safety data & procedures d) provide procedures documents for teachers, students, and parents to follow in any type of campus emergency situation e) train all staff on Capturing Kids' Hearts to increase the student connections and sense of belonging on campus f) increase opportunities for students to engage in campus leadership opportunities g) train all staff in using Navigate 360 for drills and emergency situations	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: Workers' Comp Data

Strategy 1 Details	Reviews			
Strategy 1: Implement district-wide program that promotes and accident-free work environment Actions: a) require staff to complete SafeSchools training b) conduct mandatory safety training sessions per the district plan at staff meetings c) perform campus/building safety walk throughs as required by district plan d) review Worker's Comp. data from previous years Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Birdville Independent School District

John D. Spicer Elementary

2022-2023 Formative Review



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Goal 3: All students and staff will learn and work in a safe and responsive environment.	11



Goals



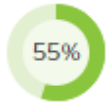

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.







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

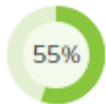


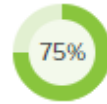




HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, MCLASS, iStation, Education Galaxy, CIRCLE

Strategy 1 Details	Reviews			
Strategy 1: Ensure the implementation of Guided & Shared Reading in all grades K - 5 using Fountas & Pinnell. Actions: 1) Provide trainings during PLCs from coaches and district personnel and resources to implement Guided/ Shared reading in support of all students. 2) Measure K - 5 students reading level using Fountas & Pinnell within the 1st nine weeks to begin tracking growth. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Ensure all students K - 5 have access to rich literature everyday. Actions: 1) Provide teachers with resources in literature to support reading throughout the day. 2) Provide print and digital periodical literature monthly. 3) Online resource using News ELA. 4) Provided 25 copies of highly reviewed novels at various reading levels for grades 3rd - 5th book talks. 5) Resource students that exhibit literacy challenges are provided with instruction through SIPPs, Raz Kids, LLI, Moby Max and F&P. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.5, 2.6 Funding Sources: Instructional Resources - 211 - Title I - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Ensure Special Education students have access to a variety of literature resources every day. Actions: 1) Resource students that exhibit literacy challenges are provided with instruction through SIPPs, Raz Kids, LLI, and F&P. Staff Responsible for Monitoring: Principal, Assistant Principal and Special Education Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Instructional Resources - 211 - Title I - \$2,243		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: Provide multiple opportunities for parents and the community to be engaged in the educational process. Actions: 1) Collaborate with PTA and grade level leads to schedule and host school wide events to support students and families. 2) Develop and distribute a Family and Parent Engagement Policy. 3) Hold an annual Title 1 meeting to further explain the programs and services available to students. Staff Responsible for Monitoring: Campus Administration Funding Sources: Title I Family Engagement - 211 - Title I - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide students in K - 5 a reading interventionist to assist Tier 3 in reading. Actions: 1) Two reading interventionists will work with Tier 3 students in K - 5 daily. 2) Ensure reading interventionists use F&P and LLI reading instruction. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.6 Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$44,777	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Ensure teachers have appropriate technology available in stations for students to engage in reading strategies. Actions: 1) Technology liaison with conduct Lunch and Learn for teachers to have technology in reading stations that hold students accountable for their work. 2) Ensure continued training for teachers. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.6 Funding Sources: Instructional Resources - 211 - Title I - \$10,000, Professional Development - 211 - Title I - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 7 Details	Reviews			
Strategy 7: Kinder, First, and Special Education Teachers will be studying the Science of Teaching Reading through the Texas Reading Academy. Actions: This will be measured through their self-paced Reading Academy canvas coursework, 10 face to face trainings on the Science of Teaching Reading, and working a minimum of 4 hours with their Reading Academy Coach. In addition, they will be implementing the Science of Teaching Reading as measured by the required artifacts they will create for the completion of the Reading Academy. Staff Responsible for Monitoring: Campus Admin. and Reading Academy Comprehensive Coach Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Ensure English Language Learners have access to a variety of literature resources every day. Actions: 1) English Learners that exhibit literacy challenges are provided with instruction through Sheltered Instruction during guided reading time. Staff Responsible for Monitoring: Campus Admin, Classroom teachers, Interventionists Title I: 2.4, 2.6 - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Close achievement gaps that exist for all under-performing groups as measured by multiple sources.

HB3 Goal

Evaluation Data Sources: STAAR, district CBA and district Interim's.




Strategy 1 Details	Reviews			
Strategy 1: Ensure the use of Fountas and Pinnell BAS for grades K - 5. Actions: 1) Teachers will perform BOY, MOY and EOY assessments. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 1) Ensure the implementation of literacy across all content areas using district reading strategies. Actions: 1) All staff will be trained in district strategies and how to implement in their area of content. Three Questions Read - Cover - Remember - Retell Read and Sketch for Meaning Sign Posts Thinking about, within, beyond the text. Concentration on Word Work 2) Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 Funding Sources: Tutoring - 211 - Title I - \$26,883, Instructional Resources - 211 - Title I - \$5,000, Professional Development - 211 - Title I - \$2,000, Coach - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development for staff in ELAR. Actions: Ensure ELAR teachers may attend district curriculum previews. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.6 Funding Sources: Conferences - 211 - Title I - \$249	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 4 Details	Reviews			
Strategy 4: Provide Accelerated Instruction (AI) for students in 4th and 5th grades that were unsuccessful on STAAR math, reading or writing. Actions: Identified students will receive AI before or after school. Staff Responsible for Monitoring: Campus staff, and campus Admin Will be using ESSER funds. Funding Sources: ESSER Tutors - ESSER - \$9,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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: Annual "safe at school survey" and Anonymous Alerts analytics.







Strategy 1 Details	Reviews			
Strategy 1: 1) Ensure the implementation of positive behavior intervention. Actions: 1) Ensure the use of student mentors throughout the campus for student emotional support. Staff Responsible for Monitoring: Campus Admin Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure the implementation of Character Strong social emotional learning. Actions: 1) Weekly Character Strong lessons by the classroom teacher every Friday to all grade levels. 2) Teachers in K - 5 utilize Character Strong elements daily in the classroom. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor and teachers Title I: 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Ensure the implementation of Social Emotional Learning (SEL) classroom lessons by the school counselor. Actions: 1) Lessons once per six weeks in SEL by the counselor. 2) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Counselor Title I: 2.6 Funding Sources: Crisis Counselor - 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 behavior RtI tiers 2 and 3.









Evaluation Data Sources: Discipline data using On Data Suite (ODS), use of weekly attendance/discipline reports

Strategy 1 Details	Reviews			
Strategy 1: 1) Implement student mentoring system schoolwide. Actions: 1) Matching mentors with identified students that need emotional support. 2) Schedule students to assist in classrooms and identified students. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.6	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: All students will make at least one year's progress in math between the beginning and end of year.







Evaluation Data Sources: Renaissance STAR360 and district CBAs, Education Galaxy, MCLASS and interim's to measure growth

Strategy 1 Details	Reviews			
Strategy 1: Provide intense, prescriptive intervention for students in math. Actions: Math Interventionist will provide intensive math intervention. Teachers will utilize Education Galaxy online tool for support instruction. Staff Responsible for Monitoring: Campus Admin and math interventionist. Title I: 2.4, 2.6 Funding Sources: Intervention Personnel - 211 - Title I - \$36,889, Tutoring - 211 - Title I - \$15,000, Instructional Resources - 211 - Title I - \$2,000, Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Accelerated Instruction (AI) will be provided for all students in 4th and 5th grade who were unsuccessful on STAAR in math. Actions: Use of ESSER funds to alleviate performance gaps within student groups. Staff Responsible for Monitoring: Campus staff and admin Title I: 2.4 Funding Sources: ESSER Tutors - ESSER - \$9,590	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 2022 - 2023 EOY data from On Data Suite: 95.73%.

Strategy 1 Details	Reviews			
Strategy 1: Celebrate student attendance weekly in grades K - 5. Recognize student attendance each nine weeks in grades K - 5. Actions: 1) Reward perfect attendance each Friday for students in grades K - 2. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.5, 2.6	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.

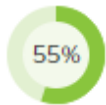

Performance Objective 2: Increase family and community involvement through day and evening activities.







Evaluation Data Sources: 2022 - 2023 increase in family events held.

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: As measured by Anonymous Alerts and annual safety survey.

Strategy 1 Details	Reviews			
Strategy 1: Ensure step ladders are available in every grade level. Actions: 1) Hang ladders in each hallway. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Ensure monthly safety drills occur and staff members are prepared. Actions: 1) After each drill staff will receive feedback on drill effectiveness and improvements needed. Staff Responsible for Monitoring: Campus Administration		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Birdville Independent School District

Jack C. Binion Elementary

2022-2023 Formative Review



Mission Statement

Our mission at Jack C Binion Elementary is to provide a high quality education in an inclusive environment for life-long learners.

Vision

Jack C Binion Elementary is devoted to developing a community of life-long exemplary learners.

Core Beliefs

Core Beliefs - Meaningful Relationships, High Expectations, Growth Mindset, Empowering, Foster a Love for Learning

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Goal 2: Utilize efficient and effective operations to support and improve the learning organization. 11

Goal 3: All students and staff will learn and work in a safe and responsive environment. 13

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.

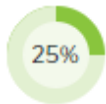

Performance Objective 1: All students under our care will make one year's progress or more in reading and mathematics, science and social studies between the beginning and end of year.





a.) We will 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.

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5) Campus CFA's Elementary: BAS BOY, MOY EOY....Fountas & Pinnell reading levels, Education Galaxy pre - post tests, Think UP, TEA Interims, Brain POP, Stemscoptes, Historic STAAR Data, CBA Data and Unit Test

Strategy 1 Details	Reviews			
Strategy 1: Build teacher capacity as we implement the BISD literacy plan. Actions: 1. Utilize LOL, campus coaches, and dual language coaches to systematically support teachers with expected outcomes throughout the year with professional development. 2. Provide mini and full coaching cycles through the campus instructional coach for all teachers on the campus. 3. Set up opportunities for teachers to watch model classrooms once a semester during ART/PLC with a specific focus to watch for. 4. Work in PLC will be focused on lesson plan reflection driven by BISD Lesson Protocol, Tier 1 Priorities, PDSA, data, and building of 9 week CFA's for math, reading and science in grades 2 -5. 5. Create opportunities for our teacher leaders to train our staff on the literacy components of reading, writing, speaking, and listening in math, science, reading, technology and writing through staff meetings, vertical team meetings, professional development days, and during PLC. 6. Review of lesson plans to monitor that Tier 1 priorities are being used and that the literacy components are embedded in the plans. 7. Meet with campus instructional coach twice a month to discuss progress in building capacity using the Principal/Coach Meet tool from the Diane Sweeney Consulting group. 8. All classroom teachers will be trained on Tier 1 priorities by the teaching and learning team. Staff Responsible for Monitoring: Administration, LOL, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional coaches - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades PK - 5 . Actions: 1. Train teachers with the BAS/SEL and mClass assessment. 2. Use administration, teaching and learning staff, interventionists and campus coaches to support teachers instructionally in response to the progress monitoring data. 3. Use Eduphoria - Aware to build 9 week CFA's and monitor student progress data. 4. Recalibrate BAS testing with all teachers. 5. Do walk-throughs to monitor the use of guided reading. 6. Monitor to see that the UPS check is being done in the math classrooms. 7. Each grade level will produce a data wall displaying STAAR Renaissance, BAS, MClass and/or Unit Assessments. 8. Once each progress monitoring assessment occurs there is a data meeting between teacher and student. Students have individual data folders and teachers have a class data folder. Staff Responsible for Monitoring: Principal, Instructional Coaches, Assistant Principals, Teaching and Learning Team Funding Sources: Interventionists - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - \$190,990		Formative			Summative
		Nov	Jan	Mar	June
					

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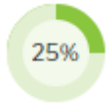

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.



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.







HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Vertical teams meet to support all staff in building their capacity to implement vertically effective and aligned instruction.</p> <p>Actions: 1. Vertical team meetings the week of August 11th ELAR, Math and Science. 2. October 3rd ELAR, October 4th Math, October 5th Science - 2nd 9 Weeks. 3. December 5th ELAR, December 6th Math, December 7th Science - 3rd 9 Weeks 4. February 27th ELAR, February 28th Math, March 1st Science - 4th 9 Weeks 5. Each grade level will have a representative attend all vertical team meetings. 6. Each meeting will have an agenda and attendance sheet. 7. Key vocabulary and scope and sequence will be discussed. 8. Teaching and Learning Staff will be invited to each vertical team meeting.</p> <p>Staff Responsible for Monitoring: Administrators, Vertical Team Leaders, Instructional Coach</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the RTI district framework to create multiple learning opportunities for all students, including those served through State Compensatory Education, Title I, special education, and dyslexia programs.</p> <p>Actions: 1. We will meet 5 times in the year in our RTI collaboratives.</p> <ul style="list-style-type: none"> - First collaborative was scheduled for October 5th but was rescheduled for October 11th. - Second Collaborative is scheduled for December 14th. <p>2. Provide math and reading intervention to serve Tier 3 students during WIN Time.</p> <ul style="list-style-type: none"> - A campuswide RTI Schedule location of services will be created and used. -Classroom teacher will need to plan, provide and share interventions with the title 1 tutors. -Accelerated Instruction AI tutors are required to use BISD AI Curriculum and this is not provided by the teachers. <p>3. Implement a push-in, pull-out tutoring program with paid tutors during the school day for Kinder, 1st 2nd and 3rd graders.</p> <p>4. Provide curriculum for teachers to use on tier 2/3 students who are not served by an interventionist (LLI not core F&P).</p> <p>5. Use instructional coach and GT teacher to help us create lessons and activities for our Tier 1 students for enrichment purposes during WIN time.</p> <p>6. Lesson Plans are posted every Thursday and they contain RTI/Win Time plans.</p> <ul style="list-style-type: none"> - Place RTI plans at the bottom of the template or into the "Differentiation" row. <p>7. Purchase teacher interactive smart boards/whiteboards to engage/accommodate all students with a variety of learning methods.</p> <p>8. Use teacher interactive smart boards to interact online with Kahoot and/or Quizlet. and also allowing students to use the interactive board for presentations using PowerPoint, Canvas or Prezi.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionists, Tutors, GT Specialist, Instructional Technology Coach, Classroom Teacher</p> <p>ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$72,009, Instructional Resources - 211 - Title I - \$43,248, Title I Tutors - 211 - Title I - \$19,238, ESSER Tutors - ESSER - \$69,776</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for our students, parents and the community to be engaged in the whole educational process.</p> <p>Actions: 1. Develop and distribute a campus Parent and Family Engagement Compact 2. Conduct Title 1 meetings and curriculum nights - math, reading and science to explain the programs and services - Our first Title 1 Parent Meeting was September 29th from 5:30 to 6:30. - Our Second Title 1 informational event is on Saturday, October 22nd. 3. Collaborate with PTA to schedule and host school wide events to support students and families 4. Provide Parent Workshops - Strengthening Families (Tentative November Start Date) 5. Pastries with Parents - Parenting Information in the evenings. 6. Academy 4 Mentoring Program Implemented for 4th grade students & Leaders 5 with 5th and 1st grade. - Academy 4 Fridays are September 23rd, October 21st, December 2nd, January 20th, February 10th, March 24th, April 14th, May 19th 7. ESL Classes for Parents every Tuesday from 8:30 - 10:30 8. Continue Partnership with City Point Methodist Church - Our City Point Community Meal will be on November 16th from 5 to 7:00 9. Organize a Hispanic Heritage Event 10. We provide an after-school program with the LINK for our students. 11. Good News Club for the Fall will be from September 8th - November 10th from 3:30 - 4:45 12. We will have multiple musical performances. - 3rd Grade Musical Program December 8th from 6:30 - 7:30 - 1st Grade Musical Program April 13th from 6:30 - 7:30 13. We will be hosting 5 Dual Language Family Literacy Events from 4:15 - 5:00 in our cafeteria - November 9th, December 7th, January 11th, February 8th, March 8th 14. We will have our schoolwide Title 1 Literacy/Book Fair Event on November 17th from 5:30 - 7:30 15. We will have our Title 1 Science Family Night on December 13th from 6 to 8 16. We will also host a Title 1 Math Family Night TBD</p> <p>Staff Responsible for Monitoring: Administration and Counselors and District Support</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Family Engagement Resources - 211 - Title I - \$2,762</p>	Formative			Summative
	Nov	Jan	Mar	June
				

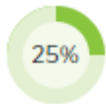

Strategy 4 Details	Reviews			
Strategy 4: Train, support and implement campus-wide instructional practices and strategies appropriate for English Learners. Actions: 1. All core teachers will demonstrate evidence of implementing strategies that support ESL content-based program. 2. All core teaches will work to complete their required ESL certification. 3. Dual language teachers will demonstrate evidence of implementing Dual Language 80/20 Model. The Program is being introduced in 4th grade this year. 4. In Kinder - 2nd grade we want to determine evidence of student engagement and biliteracy implementation through the physical environment and instructional strategies. 5. In Kinder - 2nd grade we want to observe students actively engaged in instructional experiences that embed biliteracy strategies to increase academic discourse and/or English language development. 6. Clarissa Castro our Bilingual/ESL lead teacher will attend the Annual TABE conference. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Multilingual Department	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 an increased awareness of social-emotional development as measured by a district-administered student survey and less students on Tier 3 for behavior.

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
Strategy 1: Implement and teach a district approved social-emotional curriculum. Actions: 1. Weekly SEL lessons provided through Character Strong curriculum and activities during Friday WIN Time. 2. Provide counseling for students who have high higher social emotional needs or in crisis. 3. Provide weekly SEL schoolwide morning announcements 4. Train Students Supporting Students 5. Celebrate 2 students from each class for each 9 weeks who demonstrate outstanding character 6. In Physical Education classes teachers will incorporate and reinforce SEL components 7. Individual and group counseling sessions as needed 8. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Administrators, Counselors, Teachers Funding Sources: Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details		Reviews			
Strategy 2: Develop and implement the self-accountability, relationship building, and conflict resolution components in Capturing Kids Hearts & Conscious Discipline. Reduce the number of students assigned to behavioral RtI Tiers 2 and 3. Actions: 1. Teaching staff trained in Capturing Kids Hearts. 2. Greeting Kids at the door every morning. 3. Social Contracts built and posted. 4. Hand Signals 5. 4 Questions 6. Affirmations 7. Class Ambassadors 8. CKH Recharge Training in 9. Introduce Conscious Discipline - Training beginning in October 10. Mr. Bartlett will attend Conscious Discipline Training in October for 3 days Staff Responsible for Monitoring: Administration, Counselors and Teacher Leaders ESF Levers: Lever 3: Positive School Culture Funding Sources: Professional Development - 211 - Title I - \$20,000		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: 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.

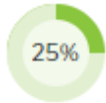





Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program to increase student attendance. Actions: 1. Award students with an Ice Cream Coupon each nine weeks 2. Conference with parent to encourage increased attendance 3. Campus administration and attendance clerk collaborate with Tom Ladesau on severe truancy cases to increase attendance 4. Bobcat Lanyards and Bobcat Button Awards at semester and end of year for excellent attendance 5. Print daily attendance reports 6. Post weekly attendance and honor best class % each 9 weeks - PDSA 7. 2022-2023 Attendance Incentives Plan - Weekly: Pencil and Popsicle Drawing (10 winners) - Monthly: Doughnuts/Cookies for the class with the highest attendance rate per grade level (7 classes) - Nine Weeks: Spirit Monkey tag to the class with the highest attendance rate (1 class). - Dance and snack during specials for students with perfect attendance that nine weeks. - Activity Night (4:00 PM - 5:30 PM) for the class with the highest attendance rate (1 class). - Semester: Lanyard and JCB button for students with 2 or less absences & entered into bike drawing (2 winners chosen). - Year: NRH2O passes drawing for student with perfect attendance Staff Responsible for Monitoring: Administrators , All staff, Truancy Officer, Attendance Clerk Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

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

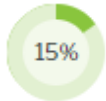

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.







Strategy 1 Details	Reviews			
Strategy 1: Implement continuous improvement components to achieve campus goals. Actions: 1. Continue to support and monitor campus wide implementation of continuous improvement (PDSA, SMART Goals, Data tracking, Data Folders, Surveys) 2. Meet with LOL when needed to address needs of the campus. 3. PLC process will be established to track SMART goals and campus trends and data. 4. Work with Watauga to build common formative assessments for math, reading, and science for grades 2 - 5 for first assessment; 5. Build our own common assessments for math, reading and science for grades 2 -5. 6. Conduct PDSA refresher training, Staff Responsible for Monitoring: Administrators, Instructional Coaching	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: Safe School's Report,

Strategy 1 Details	Reviews			
Strategy 1: Review the perception data from students, staff and parents campus safety survey and implement the district-wide safety program. Actions: 1. Review and analyze existing safety survey data to identify areas of concern and take corrective actions based on findings 2. Include corrective actions in quarterly reviews 3. Meet monthly with Campus Safety Committee 4. Monitor and address safety and security standards as defined in school safety audits 5. Train staff on updated school wide safety manual on appropriate actions a to be taken in emergency situations 6. Have students and staff take CKH survey 7. Have students take SEL survey	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct all safety routines and drills as required and perform routine exterior and interior door checks. Actions: 1. Exterior door checks every morning conducted by campus administration and custodians. 2. All gates are locked and closed at 8:10 every day.	Formative			Summative
	Nov	Jan	Mar	June

3. Random interior door audits performed by campus and district administration. 4. All drills conducted and recorded in Navigate 360.				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Birdville Independent School District

Green Valley Elementary

2022-2023 Formative Review

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Postsecondary Readiness



Value Statement

Growth mindset

Accepting

Teamwork

Open-minded

Respectful

Scholars

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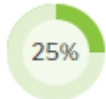

Goals

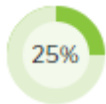

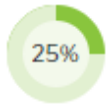

Goal 1: PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

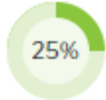





Performance Objective 1: Increase overall Student Achievement as measured by grade level appropriate assessments and for grades 3-5, the state of Texas accountability system.

HB3 Goal

Evaluation Data Sources: 2022-23 Goal = 100% of scholars will meet the expectation for growth based on their personalized data.

Strategy 1 Details	Reviews			
Strategy 1: Implement Tier I Priorities within each content area. Actions: (a) Provide teachers with actionable feedback relating to Tier I Priority implementation. (Classroom observations - walk throughs & formal observations) (b) Provide necessary resources to implement Tier I priorities. (Mentoring Minds Think Up for Gr. 3 Math, & Reading, Gr. 4 Math & Reading, and Gr. 5 Math, Reading & Science) (c) Evaluate and monitor the efficacy of the implementation of Tier I Priorities. (Classroom observations/walk throughs, RTI/Response to Intervention Collaborative Meetings) (d) Utilize screener data to provide differentiated Tier I instruction. (informal data review and RTI Collaborative meetings) Staff Responsible for Monitoring: Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level & K-5 Vertical Teams Funding Sources: Mentoring Minds THINK UP Series for grades 3-5 (PTA Funds 50%) - 199 - General Funds - \$9,000, Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Embed literacy instruction in all content areas (across the disciplines). Actions: (a) Utilize grade level and content appropriate strategies to address literacy. (Use Curriculum documents for lesson planning) View Curriculum Previews (b) Attend training to deliver literacy strategies across the disciplines and across the curriculum. (BISD Curriculum Previews, Norma Jackson Training/Consulting, Fountas & Pinnell Literacy Workshops, Mentoring Minds Webinar & Consultant) (c) Plan literacy in the Tier I priorities in each content area. (Lesson Plans) Staff Responsible for Monitoring: Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level and Vertical K-5 Funding Sources: Workshop/Consultant Fees - 199 - General Funds - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide and monitor a comprehensive professional learning plan to address the needs of staff members. Actions: (a) Identify needs based on goals of each individual teacher - TTESS (b) Implement framework that facilitates personalized learning for staff. (c) Allocate resources to support professional learning plan. (Norma Jackson, Fountas & Pinnell Literacy Workshops, CAST Science Conference, CAMT Math Conference, TAPHERD PE Conference, Math Workshops, Gifted and Talented PD/ Workshops & Conferences, SPED Conferences, Professional Conferences addressing Social and Emotional Needs of Scholars, Incorporating Rigor and Building Relationships) (d) Utilize district-provided processes to manage evidence of learning. (Walk-throughs, lesson plans, professional learning history in Eduphoria Workshop) (e) Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels Staff Responsible for Monitoring: Campus Administration Instructional Staff Professional Learning Communities - Grade Level, Leaders of Learners Team, Site Based Decision Making Team Funding Sources: Workshop Attendance - 199 - General Funds - \$2,000, Academic Coach - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: Participate in Texas Teacher Reading Academies as part of the requirements under House Bill 3. Actions: New teachers in Kinder, 2nd and 3rd grade will be trained in Year 1 and begin implementing the strategies as supported by their cadre coaches. Staff Responsible for Monitoring: Campus Administration Instructional Staff Reading Academy Cadre Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 1: PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

Performance Objective 2: Increase performance indicating Student Progress on the state accountability system by 5 percentage points over 2023

HB3 Goal

Evaluation Data Sources: STAAR Data indicating overall Reading, Math, Writing and Science improvement. (See Data Source indicating 5 point gain for 2023 TARGETS)

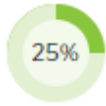

Strategy 1 Details	Reviews			
Strategy 1: Establish and implement a system of continuous improvement for the classroom. Actions: a) Campus training attendance roster for update on expectations regarding continuous improvement practices.	Formative			Summative
	Nov	Jan	Mar	June

<p>b) Utilize rubric to monitor implementation of CI practices in the classroom.</p> <p>c) Refine Vertical PK-5 plan to implement Continuous Improvement processes.</p> <p>d) Personal Data Collection for each scholar PK-5</p> <p>Staff Responsible for Monitoring: Campus Administration Leaders of Learners Team Instructional Staff Counselor</p> <p>Funding Sources: Supplies and materials for data binders/folders/page protectors/etc - 199 - General Funds - \$1,000</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

Performance Objective 3: Maintain high level of performance on Domain III. (Closing Performance Gaps) of the state accountability system.

Evaluation Data Sources: Domain III.
2022-23 Goal = 100%

Strategy 1 Details		Reviews			
Strategy 1: Align campus interventions to BISD framework with the goal of building strong, equitable, and responsive learning environments to close learning gaps and create opportunities for scholars participating in special programs. Actions: a) Recommendations will be scholar centered to create a coordinated plan designed to close learning gaps and personalize a learning plan for historically under performing scholar groups. (LPAC, Response to Intervention Meetings, ARD and 504 meetings) b) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas c) Tutoring support of House Bill 4545 for scholars in 4th and 5th grade who did not pass the STAAR assessment in reading and math. Staff Responsible for Monitoring: Campus Administration Counselor Interventionists Academic Coach Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$155,152, ESSER Tutors - ESSER - \$1,843		Formative			Summative
		Nov	Jan	Mar	June
					



No Progress



Accomplished



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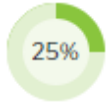

Discontinue





Goal 1: PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

Performance Objective 4: Increase the number of campus distinction designations earned. (Campus in 2022 - 2 out of 6)

Evaluation Data Sources: 2022-2023 = Campus Distinctions will increase to 6 out of 6 based on Comparable Schools data.

Goal: Q1 in ALL Academic AREAS









Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus program to increase scholar and staff attendance. Increase parent awareness of attendance policies and procedures through communications - newsletters, website, social media, marquee, etc... Actions: a) Ensure that each class/grade level designs and implements improvement plan strategies to increase scholar attendance. b) Design and implement improvement plan strategies to increase staff attendance. c) Award coupons for perfect attendance donated by local businesses. d) Recognize CLASS with the overall best attendance rate each nine weeks (Presently tracking attendance for the campus and of individual scholars). Staff Responsible for Monitoring: Campus Administration Attendance Clerk Instructional Staff Counselor Funding Sources: Scholar and Staff Attendance Awards - 199 - General Funds - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

Performance Objective 1: Use continuous improvement to identify and improve operations and outcomes in every department and campus.



- Evaluation Data Sources:**
- a) PLC Notes
 - b) Agendas
 - c) Newsletters
 - d) Meeting notes
 - e) Lesson plans
 - f) Other documents that reflect our approach to PDSA







Strategy 1 Details	Reviews			
Strategy 1: Leverage the continuous improvement process at the campus level. Actions: a) Establish goals for each department to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes. Staff Responsible for Monitoring: Administrators Teachers Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hire, train, and retain high quality staff members across the campus. Actions: a) Utilize grade-level teams to interview and hire new staff. b) Assign a mentor to each new teacher and new staff member. c) Utilize the coaching cycle for new teachers. Staff Responsible for Monitoring: Admin Staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

Performance Objective 2: Throughout the 2022-2023 school year, 100% of classrooms will develop and monitor class goals concerning character development using the social and emotional curriculum and Character Strong.

Evaluation Data Sources: Campus data as evidenced in classrooms, counselor's room and throughout the building (main hall display to include highlighted Selfie Value/ Character Strong Gator Greats each nine-week period)







Strategy 1 Details	Reviews			
<p>Strategy 1: Infuse Selfie Traits and Character Strong values into all elements of the school culture.</p> <p>Provide experiences for scholars to recognize connections between Gator Values and exemplifying the Selfie Traits and Character Strong.</p> <p>Actions: a) Ensure delivery of scholar tasks that provide scholars with experiences to develop Selfie traits and Character Strong.</p> <p>b) Implement activities designed to integrate Selfie traits and Character Strong. throughout the campus. (Library and Computer Lab)</p> <p>c) Deliver classroom counseling lessons aimed at addressing suicide prevention and bullying warning signs to include information regarding resources and strategies.</p> <p>d) Implement a Digital Citizenship and Safety program focused on internet safety to include social networking concerns for grades 4-5.</p> <p>e) Participate in APEX Fun Run Leadership lessons designed to promote and encourage positive behaviors relating to the Selfie traits and Character Strong. Help scholars make connections between Selfie traits, Character Strong, and Leadership lessons.</p> <p>f) Classroom Mission Statements are developed to promote and reinforce Selfie traits and Character Strong.</p> <p>g) Classroom Social Contracts are developed to promote Capturing Kids' Hearts.</p> <p>h) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Counselor Instructional Staff Technology EA Campus Administration SBDM Team Kindness Club - Counselor, SAC, & selected 4th grade scholars</p> <p>Funding Sources: Selfie Traits T-Shirts - 199 - General Funds: Special Projects - \$500, Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: All staff who did not participate in Capturing Kids Hearts training in July 2021 will be allowed to attend CKH training in the summer of 2022. Actions: Attend Capturing Kids Hearts Training in the summer 2022. Staff Responsible for Monitoring: Administrators Counselor Teachers ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Funds - 461 Activity Funds - \$4,500		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

Performance Objective 3: Establish goals for K-5 scholar participation in community service projects.

Evaluation Data Sources: Scheduled service projects with timeline for completion.







Strategy 1 Details		Reviews			
Strategy 1: Provide for opportunities allowing scholars to authentically learn and practice civic responsibility. Actions: a) Implement authentic learning activities in the social studies content for scholars to learn and have a greater appreciation for the historical relevance of civic responsibility. (Social Studies curriculum documents) b) Provide scholars with the opportunity to display civic responsibility through project-based learning (Clothing Drive for BISD Clothes Connection, United Way, Food Drive for local area food bank, Toy Drive for NRH Police Department program, Kids Heart Challenge to support The American Heart Association, Collecting and donating gently used books to Cook's Children's, Pennies for and Patients Program). c) Kinder scholars pick up trash at Green Valley park on Earth Day as a reminder to care for our planet. Staff Responsible for Monitoring: Counselor Instructional Staff Campus Administration		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact

across the campus and throughout the community.

Performance Objective 4: All scholars will participate in school and community activities, including co- and extra- curricular, that extend their learning, enhance leadership development and allow for deeper connections to their community.



Evaluation Data Sources: Year end calendar noting participation in school and community events.





Strategy 1 Details	Reviews			
Strategy 1: Integrate programs and conditions to provide children the opportunity to develop their talents, strengths and passions beyond the core curriculum. Actions: a) Provide scholars with opportunities to identify their strengths and build on them in ways that enhance and extend their thinking. Help them to discover their talents, interests and strengths. (Utilize Multiple Intelligence strategies and acknowledge and address learning differences.) b) Provide venues for scholars to demonstrate their understanding and personal integration of social, physical, and emotional wellness. (Valley Voices Choir, Battle of the Books, Spelling Bee, Destination Imagination, and Yearbook Committee, Kindness Club, Student Council. Staff Responsible for Monitoring: Campus Administration Specials Area Teachers Interventionists Battle of the Books Coaches Spelling Bee Coordinator Instructional Staff	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Science labs will meet the district's safety requirements.

Evaluation Data Sources: All required safety equipment will be included in the lab. Teachers will complete required training on safe use of the lab and equipment. Chemicals will be locked until needed for lab usage.







Strategy 1 Details	Reviews			
Strategy 1: Science Materials Manager will attend meetings as scheduled by BISD Science Coordinator. 2) Science Lab needs and/or safety concerns will be communicated to campus administration to address. 3) Science Materials Manager will meet with K-5 Science Vertical Professional Learning Community in regards to lab organization and expectations. Actions: Neat and orderly lab, organized materials, updated consumable stock of materials and supplies, labeled cabinets with supplies needed for labs, system in place for lab usage Staff Responsible for Monitoring: Campus Administration Science Materials Manager Head Custodian K-5 Science Goal Team Representatives Funding Sources: Science Lab Consumable Supplies - 199 - General Funds - \$300	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 2: Staff will ensure that scholars are given the opportunity to learn and work in a safe environment.

Evaluation Data Sources: Safety and security concerns will be regularly reviewed and addressed by campus administration and head custodian. Immediate concerns will be forwarded to the appropriate district department(s).

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Staff will review emergency procedures as noted on BISD Administrative Handbook and shared with staff through training, faculty meetings, and links to specific information (including but not limited to - Standard Response Protocol, Anonymous Alerts App, Threat Assessment, Navigate 360, etc.).</p> <p>2) Staff will participate in regularly scheduled drills to include fire, lock down, shelter in place, and severe weather.</p> <p>3) Campus Administration will debrief staff on overall performance during each type of drill and outline areas for improvement.</p> <p>4) All staff will participate in Safe School training provided by BISD.</p> <p>Actions: Record of drills conducted, After Incident Reports detailing areas of concern and/or areas of strength, Follow up communication to staff regarding the drills, Report prepared to send to Student Services/State of Texas Teach scholars the procedures, locations and expectations for and during all types of drills.</p> <p>Staff Responsible for Monitoring: Campus Administration All Staff Members</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 55%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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



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Goal 3: All students and staff will learn and work in a safe and responsive environment.	9



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			
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. 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. Staff Responsible for Monitoring: Principal, Assistant Principal, LOL team, RLA vertical team Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 3 - Student Learning 1	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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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			
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 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) Staff Responsible for Monitoring: Campus Administration, academic coach, vertical teams, staff Title I: 2.4, 2.5, 2.6, 4.2 Problem Statements: Demographics 1, 2, 3 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need 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. Staff Responsible for Monitoring: Campus Administration, Counselor Title I: 4.1, 4.2 Funding Sources: Family Engagement - 211 - Title I - \$1,288	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
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. 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 Staff Responsible for Monitoring: campus administration & academic coach Additional Targeted Support Strategy Problem Statements: Demographics 1, 2, 3 - Student Learning 1 Funding Sources: Academic Coaches - 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 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			
Strategy 1: Utilize Conscious Discipline at the campus level to teach social-emotional skills. 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. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Behavior Team Title I: 2.5, 2.6 Funding Sources: Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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
				
 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

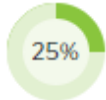





Evaluation Data Sources: Circle Assessment Data

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
	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: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance. 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 Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.6				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

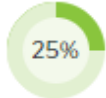





Performance Objective 2: Use continuous improvement to identify and improve campus operations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the campus level. 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. Staff Responsible for Monitoring: Principal Assistant Principal				
<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: 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

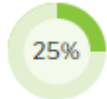
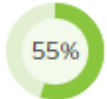




Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

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
				
 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.

Strategy 1 Details	Reviews			
Strategy 1: Ensure the implementation of the district-wide coordinated health programs. Actions: Continue to implement health related plans at the campus level including Play It Safe, Dental and Vision Screenings, Fitness Grams and Safe Haven. Staff Responsible for Monitoring: Campus Admin & staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Birdville Independent School District

Foster Village Elementary

2022-2023 Formative Review



Mission Statement

Preparing young minds to become productive members of society while providing a safe environment for growth and success today.

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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 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: Elementary: Fountas & Pinnell reading levels, CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments(mathematics, 1-5), Istation (reading, grades 3-5), TEA Interim's (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level. Actions: a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plan. b) Provide technical, consulting, and coaching cycles for teachers as they implement the campus plan. c) Infuse literacy-focused discussions into monthly faculty meetings. d) Continue bi-monthly literacy events to promote reading. e) Collect process data to measure the degree of alignment and implementation of district initiatives. Staff Responsible for Monitoring: Principal, AP, Academic Coach, LOL Team Members, Reading Vertical Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Academic Coach - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Monitor student progress towards one year's worth of growth in reading and continue implementation of ongoing PDSA to improve instruction and student growth. Actions: a) Teachers will evaluate student progress towards one year's worth of growth after each benchmark. b) Utilizing the PDSA cycle, they will develop a plan to improve student learning. c) Create teacher developed Campus Formative Assessments each nine weeks. Staff Responsible for Monitoring: Classroom Teachers Interventionist Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$47,863	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement literacy plan through established priorities for system-wide literacy practices. Actions: a) Schedule monthly meetings with Vertical Teams to grow literacy practices. --Including one BOY extended planning meeting with Vertical Team to assess campus goals and create list of Expectations for FVE classrooms. b) Infuse literacy-focused discussions into monthly campus meetings. c) Conduct campus walks for the purpose of monitoring and collecting artifacts to support literacy implementation (documented through specific walk-thru checklists, following the campus monitoring guide, and the use of CIR practices). d) Identify literacy priorities with leadership teams and model with specificity needed for quality implementation. Staff Responsible for Monitoring: Campus Administration Team Leaders LOL Team / Instructional Leads Vertical Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Substitutes for Leadership meeting dates. - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. Actions: a) Provide Title 1 Tutors to fill administer accelerated instructions and fill learning gaps. b) Provide research-based assessment tools for online learning. c) Provide updated technology devices for classrooms that are not equipped with interactive boards. Funding Sources: Instructional Resources - 211 - Title I - \$1,000, Tutors - 211 - Title I - \$20,000, 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 2: 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: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities to develop and train Special Education Teachers in district initiatives and curriculum. Actions: a) Purchase curriculum sanctioned by the district that will allow teachers to instruct students at higher levels of comprehension. b) Provide time for Special Education teachers to plan and meet in PLC with regular education teachers. Staff Responsible for Monitoring: PASS Teachers Resource Teacher Academic Coaches Administration District Special Education Department representatives Targeted Support Strategy Funding Sources: Researched curriculum that is approved by the district to use with resource and PASS students that is at the Rigor of STAAR. - 199 - General Funds - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
Strategy 2: Continue to refine and implement district comprehensive plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework. Actions: a) Train all teachers of advanced academics classes in the CIR process. b) Continue to promote writing through campus wide writing share out. c) Identify and arrange so that students who would benefit from telescoping in Math have the opportunity. Staff Responsible for Monitoring: Principal School Secretary Librarian Librarian EA Classroom Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize the results of the RtI task force to implement a multi-tiered system of support (MTSS) for identified students. Actions: a) Continue to structure Intervention so that students are pulled during their small group time. b) Provide additional intervention with Title I tutors for small group intervention for grades Kindergarten - Fifth grade. c) Procure resources to fill gaps in student learning. d) Deliver instruction on Conscious Discipline and other SEL strategies. e) Supply PASS classes with needed rewards and incentives for their store. f) Provide ongoing training for all staff to build their capacity to implement MTSS. Staff Responsible for Monitoring: PASS Teams Resource Teacher Reading and Math Interventionist Title I EAs Tutors funded through Title I ARD Committees 504 Committees RTI Committees Campus Administration LOL Team Team Leads ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Outside Title I Tutors - 211 - Title I - \$14,000, Tutors - Classroom teachers - 211 - Title I - \$6,915 , Personnel - 211 - Title I - \$36,052, ESSER Tutors - ESSER - \$12,045, Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. Actions: a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation c) Collect evidence of successful use of continuous improvement. Share these through This Week in Pics. d) Create and deliver a set of CI best practices for new-to-district teachers and teachers through faculty meetings and OPL-Optional Professional Learning. e) Support use of CI by modeling use as a campus administration Staff Responsible for Monitoring: Campus Administration, Team Leaders, LOL Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide multiple opportunities for parents and the community to be engaged in the educational process. Actions: a) Hold an annual Title 1 meeting to further explain the programs and services offered to FVE students. b) Develop and distribute a Family and Parent Engagement Policy. c) Develop, distribute and review the Parent School Compact. Staff Responsible for Monitoring: Principal Funding Sources: Title I Family Engagement - 211 - Title I - \$720	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 an awareness of social-emotional development as measured by a district-administered student survey.



Evaluation Data Sources: District Survey
District Overcoming Obstacles Curriculum
Overcoming Obstacles Curriculum
CORE Value Curriculum and Celebrations





Strategy 1 Details	Reviews			
Strategy 1: Implement Conscious Discipline practices throughout the campus. Actions: a) Continue to deploy plan for implementing Conscious Discipline curriculum. b) Provide ongoing professional learning to all stakeholders on the Conscious Discipline program c) Identify Conscious Discipline champions to model classrooms using Conscious Discipline strategies. d) Continue to attend Conscious Discipline learning opportunities online and in person. e) Collect data on intervention effectiveness. f) Conduct nine week celebrations recognizing students who exemplify SEL behaviors. g) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Counselor All Classroom Teachers Administration Funding Sources: Conscious Discipline professional Learning - 211 - Title I - \$2,000, Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase socially appropriate behaviors by teaching replacement behaviors and generalizing those across settings and people within the PASS units. Actions: a) Implement evidence based strategies and interventions for managing behaviors. b) Implement point system for behavior within the PASS units. c) Provide items for students to purchase using their points. Staff Responsible for Monitoring: PASS teachers Behavior Specialist Campus Administration Funding Sources: Items for PASS reward store - 199 - General Funds - \$500	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 behavior RtI tiers 2 and 3.







Evaluation Data Sources: RtI and ABC Meeting minutes and individual student paperwork.

Strategy 1 Details		Reviews			
Strategy 1: Monitor the fidelity of implementation of the behavioral RtI plan. Actions: a) Provide training on the district behavior RtI plan. b) Identify needed support systems within the campus and educate faculty and staff on best use of such supports. c) Provide clear expectations and modeling of Behavior and Relationship Management system on campus. d) Communicate the Social Emotional Skills and establish a system for regular integration of these key beliefs e) Generate and display positive well-being "propaganda" throughout the school to encourage positive choices and overall school community building. f) Conduct ABC Team meetings each six weeks to review student progress on Behavior Tier 2 and 3 and make needed adjustments to support offered for those students/teachers/classroom. Staff Responsible for Monitoring: Assistant Principal Reading and Math Interventionist Classroom Teachers Funding Sources: Intervention Personnel - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
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Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.


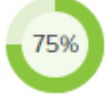




Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Strategy 1 Details	Reviews			
Strategy 1: Refine and implement the district 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) Design and implement improvement plan strategies to increase staff and student attendance. b) Monitor student attendance and review progress with Campus Leadership Team on a nine weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance. d) Utilize funding from district to provide incentives to improve student attendance. e) Track student attendance and update staff and students in regards to progress on a weekly, and 9 weeks basis. Staff Responsible for Monitoring: Classroom Teachers Faculty Student Celebration Committee Students Campus Administration Funding Sources: Rewards and incentives - 199 - General Funds: Special Projects - \$850	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 all areas.









Evaluation Data Sources: Use continuous improvement to identify and improve operations and outcomes in every aspect of campus.

Strategy 1 Details	Reviews			
Strategy 1: Develop and deploy continuous improvement processes at the campus level. Actions: a) Establish grade level, team, and personal SMART goals to improve overall academic performance in at least one subject area. b) Monitor SMART goal progress throughout the year by utilizing the PDSA tool and meeting at least BOY, MOY, and EOY to look at data. c) Monitor the use of data folders for all students to aid in individual data tracking. d) Model use of PDSAs by evaluating effectiveness of campus expectations. Staff Responsible for Monitoring: Classroom Teachers Students 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 1: Increase the percentage of students and staff who report feeling safe at school.







Evaluation Data Sources: District and Campus Surveys

Strategy 1 Details	Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. Actions: a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being. c) Develop procedures documents for teachers, students, and parents to follow in any type of campus emergency situation. d) Use campus and crisis counselor to work with teachers and administrators to identify and address safety and social emotional concerns. e) Conduct safety meetings with Campus Leadership members to evaluate and problem solve campus safety concerns. f) Conduct safety audits to identify security issues on campus. g) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. Staff Responsible for Monitoring: Assigned District Personnel Campus Administration Students Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Reduce the amount of time students are removed from regular classroom due to disciplinary placements. Actions: a) Participate in Conscious Discipline book study utilizing Conscious Discipline videos as a staff. b) Implement Conscious Discipline strategies throughout the campus. c) Insure that all staff have received Trust-Based Relational Interventions (TBRI) training. d) Discuss specific student concerns during weekly administrative meetings and provide input to improve student success. e) Monitor and evaluate the implementation of the behavior RtI plan. f) Review campus disciplinary procedures quarterly and align ourselves in our beliefs and actions. g) Develop positive plans and/or alternative behavior plans for students that need additional support. h) Utilize district general education behavior facilitator to assess needs of students. i) Communicate with a positive phone call or in person conversation with each students' parent prior to the end of the first week of school. Funding Sources: Conscious Discipline Online Book Study and Participant Workbooks - 211 - Title I - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
				
<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 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: Develop and implement a district-wide program that promotes an accident-free work environment. Actions: a) Continue to review and update the District accident prevention plan and related department safety plans. b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments. d) Continue Safety Committee meetings per district plan. e) Review and report claim information per the district plan. f) Perform campus/building safety walk throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. Staff Responsible for Monitoring: Assigned District Personnel Campus Administration Classroom teachers		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: This campus will meet all compliance requirements for state and federal health programs.

Evaluation Data Sources: All state and federal health deadlines are met within the time frame set by the district.

Strategy 1 Details	Reviews			
Strategy 1: Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents. Actions: a) Provide and distribute information and training modules to staff, as received from the district. b) Monitor implementation of training and requirements of the district. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and maintain a campus-wide coordinated health program. Actions: a) Convene with PE and a health advisory committee to develop a campus wide coordinated health plan and/or to strategically implement the district-wide coordinated health plan. b) Monitor participation of students in physical activity and collection of student fitness assessment data. Staff Responsible for Monitoring: Campus Administration Team Leaders/ LOL group	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

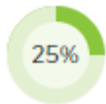


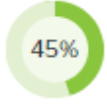
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.







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
	 25%	 50%		

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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.



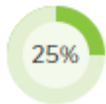





Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

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.

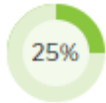





Evaluation Data Sources: 2021-2022 Campus Attendance

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				

Birdville Independent School District

Cheney Hills Elementary

2022-2023 Formative Review

Mission Statement

The mission of Cheney Hills Elementary is to empower our diverse community by creating a welcoming environment that provides impactful learning experiences for students so that they can realize their value and potential on their own journey to academic excellence.

Vision

Our vision is to be a school of excellence where our students are inspired to learn and engage through extraordinary experiences, preparing them for an ever-changing, diverse society.

Core Beliefs

We believe kids come first.

We believe we have the power to change lives.

We believe in providing every student an opportunity to learn and grow.

We believe that fostering positive relationships along with a growth mindset is essential to student success.

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Goal 3: All students and staff will learn and work in a safe and responsive environment.	13



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 as measured by STAAR or the Benchmark Assessment System.

High Priority

Evaluation Data Sources: BAS

Strategy 1 Details	Reviews			
Strategy 1: Create and provide an aligned campus-wide system for guided reading implementation. Actions: 1) Provide model lesson as needed 2) Provide training and pictures/video of implementation 3) Discuss and monitor usage during PLCs 4) Document usage during administrative walkthroughs 5) Emphasis on word study Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, Teacher Committee ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Instructional Resources - 211 - Title I - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2 Details		Reviews			
Strategy 2: Teachers will train students to use Thinking Maps as a visual representation of critical thinking skills. Actions: Teachers will be provided additional training in the use of Thinking Maps and the critical thinking processes. The campus will utilize an implementation time-line that reinforces the 8 thinking processes and the use of maps during the first eight weeks of school. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Thinking Maps Binders/Training - 211 - Title I - \$3,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Lessons will be designed using the workshop model as an instructional framework. Actions: 1) Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection). 2) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model. 3) Guided Reading will be an instrumental piece to an effective workshop. 4) Students will have choice in the selection of texts to work on mastery of the daily learning target. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Professional Development - 211 - Title I - \$20,000, Academic Coach - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
					










Strategy 4 Details	Reviews			
Strategy 4: Students not meeting the standard on the third and fourth grade Reading or Writing STAAR assessment will participate in accelerated instruction. Actions: 1) Students will be grouped in a 1:5 ratio 2) Students will receive front loading instruction delivered by a quality teacher/tutor 3) Teachers will follow the district created curriculum for AI Staff Responsible for Monitoring: Academic Coach, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Tutors - ESSER - \$36,030, Intervention Personnel - 211 - Title I - \$45,248, Tutors - 211 - Title I - \$34,826	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers will be consistent in the use of data to inform instructional decisions. Actions: 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps. 2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances. 3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs. Staff Responsible for Monitoring: Principal, Academic Coach, Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 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 2: All students will make a minimum of one year's progress in math as measured by STAR, STAAR, or CLI.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Lessons will be designed using the workshop model as an instructional framework. Actions: 1) Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection). 2) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model. 3) Guided Math will be an instrumental piece to an effective workshop. 4) Students will have choice in the selection of centers to work on mastery of the daily learning target. Staff Responsible for Monitoring: Academic Coach, principal, Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Instructional Resources - 211 - Title I - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will train students to use Thinking Maps as a visual representation of critical thinking skills. Actions: Teachers will be provided training in the use of Thinking Maps and the critical thinking processes. The campus will utilize an implementation time-line that teaches the 8 thinking processes and the use of maps during the first eight weeks of school. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction. Actions: 1) Students will be grouped in a 1:5 ratio 2) Students will receive front loading instruction delivered by a quality teacher/tutor 3) Teachers will follow the district created curriculum for AI Staff Responsible for Monitoring: Academic Coach, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Intervention Personnel - 211 - Title I - \$116,481	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will be consistent in the use of data to inform instructional decisions. Actions: 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps. 2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances. 3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Professional Development - 211 - Title I - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.




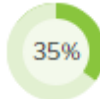





Performance Objective 3: All students in grades pre kindergarten - third grade will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

A) English Learners will meet the TELPAS progress rate of 50% for the 2022-2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, CLI, TELPAS

Strategy 1 Details	Reviews			
Strategy 1: A daily 60 minute block will be included in the master schedule to respond to the academic needs of all students in Tiers 1, 2, & 3. Actions: 1) Build WIN time into each grade level schedule 2) Use data from common assessments, benchmarks, and interims to drive instruction during this block. 3) Utilize campus/district resources such as Galaxy, Prodigy, Edgenuity for instructional activities 4) Use small group instruction as the cornerstone for closing the academic deficit 5) Utilize SCE-funded math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance Staff Responsible for Monitoring: Principal, Academic Coach, Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$50,800	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement 9 week Vertical Alignment Collaboration Actions: 1) The campus will operate as a professional learning community. 2) Staff will analyze student work and performance data. 3) Staff will use the 4 PLC questions to guide our work. 4) Staff will identify hard to teach/learn TEKS and share successful strategies Staff Responsible for Monitoring: Administration, LOLs TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 4: By June 2023 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

High Priority

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum. Actions: 1) Use data to guide instruction and remediation. 2) Utilize scholastic as primary instructional resource. Staff Responsible for Monitoring: Administration, Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Prekindergarten Teachers - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 5: By June 2023 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data).

High Priority

HB3 Goal




Evaluation Data Sources: mCLASS








Strategy 1 Details	Reviews			
Strategy 1: Daily Word Study/Phonics Instruction Actions: Teachers will utilize the Heggerty resources for daily phonics instruction. Staff Responsible for Monitoring: Administration, Academic Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	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: By June 2023. the campus attendance rate will be 95% or higher.

Evaluation Data Sources: PEIMS Attendance records







Strategy 1 Details	Reviews			
Strategy 1: Teachers will contact all parents within the first 2 weeks of school to welcome families and talk about the importance of coming to school every day. Staff Responsible for Monitoring: Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus will celebrate attendance during 9 week assemblies and give away prizes for students hitting attendance goals. Staff Responsible for Monitoring: Attendance Clerk, Counselor, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June

TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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











Performance Objective 2: During the 2022-2023 school year, the campus will hold a minimum of four family engagement nights.

Evaluation Data Sources: Schedule
Agenda

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus will have multiple opportunities for parents to be involved in their child's education. Actions: 1) Meet the Teacher 2) Curriculum/Title I Information Night 3) Literacy Night 4) STEM Night 5) School Musical 6) Winter Holiday Performance 7) PTA Meetings Staff Responsible for Monitoring: Administration, Teachers, PTA TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Family Engagement - 211 - Title I - \$2,556				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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


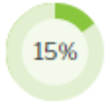




Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement the Character Strong Program. Actions: 1) Develop an Implementation plan. 2) Utilize character lessons to increase awareness of quality character traits. 3) Implement Principal Book of the Month to highlight quality character traits for students. 4) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Counselor, Administration Funding Sources: Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will continue implement Capturing Kids Hearts to build positive relationships between staff and students. Actions: 1) Create a class social contract 2) Build school community through sharing good things Staff Responsible for Monitoring: Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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: 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 Review of WC Cases







Strategy 1 Details	Reviews			
Strategy 1: Comply with all training required by the district for safety. Actions: 1) Monitor completion of required training. 2) Model safe working procedures. 3) Share district resources with staff. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	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: 85% of all staff will respond with agree or higher on our EOY Staff Survey

Evaluation Data Sources: EOY Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Coffee with Conklin	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Staff will participate in campus-wide decision making. Actions: 1) School Committees 2) LOL 3) SBDM Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Staff Engagement Activities Actions: Staff will participate in a minimum of 2 team building activities each semester.		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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 4

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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			
Strategy 1: Implement all components of the district literacy plan to including Guided Reading and Fountas & Pinnell Shared Reading. 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. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5 Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 Funding Sources: General Funds - 199 - General Funds, Title 1 - 211 - Title I - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details	Reviews			
Strategy 2: Provide reading and math intervention for tier 2 and tier 3 students. 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. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement system where classroom teachers administer progress monitoring assessments with fidelity for reading and math. 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. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue to implement campus PLCs with a focus on responsive teaching and continuous improvement. Actions: a) conduct weekly campus PLCs to include instructional focus walks and debriefing sessions. b) Infuse literacy-focused discussions into PLCs Staff Responsible for Monitoring: Principal Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. Actions: Utilize resources to provide personnel, technology, and instructional materials. Staff Responsible for Monitoring: Principal Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$46,387	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide accelerated instruction to all students who did not meet expectations on the 2022 STAAR assessments. 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. Staff Responsible for Monitoring: Principal Assistant Principal Classroom teachers. Funding Sources: Title I tutors - 211 - Title I - \$28,000, ESSER Tutors - ESSER - \$39,672	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
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. 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. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 75%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 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			
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. 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. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Identify and implement instructional strategies for EL students. 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. Staff Responsible for Monitoring: Principal, Academic Coach, Dual Language Coach Title I: 2.4 Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
					







Strategy 3 Details		Reviews			
Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process. 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. Staff Responsible for Monitoring: Principal 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		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			
Strategy 1: Implement Character Strong curriculum for social-emotional learning. Utilize TBRI and campus based interventions to address student SEL needs. 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. Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 Funding Sources: - 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 5: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
Strategy 1: Implement the district behavioral RtI plan. 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. Staff Responsible for Monitoring: Principal 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: PEIMS Attendance Reports; Weekly/6 week/semester attendance rates

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance. 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 Title I: 2.5 Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 65%		
<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: 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			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. 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 Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.5, 4.2		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: 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			
Strategy 1: Implement the district-wide program that promotes and accident-free work environment. 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. Staff Responsible for Monitoring: Principal, Assistant Principal		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Birdville Independent School District

Alliene Mullendore Elementary

2022-2023 Formative Review

B I R D V I L L E I N D E P E N D E N T S C H O O L D I S T R I C T



Alliene Mullendore Elementary
All students succeed in a future they create.

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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 growth in reading between the beginning and the end of the year.

Evaluation Data Sources: Fountas & Pinnell reading levels

Strategy 1 Details	Reviews			
Strategy 1: Implement district literacy plan. Actions: a) Ensure all reading teachers attend district training. b) Utilize instructional coaches to help mentor and train teachers with use of district-provided strategies. c) Provide coverage so that teachers will be able to visit Model Classrooms. d) Implement comprehensive RtI plan and Progress Monitoring e) Reading workshop model utilizing district curriculum materials f) implement F & P curriculum with fidelity Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Instructional Resources - 211 - Title I - \$3,500, Professional Development - 211 - Title I - \$549	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement personalized learning for students. Actions: a) Scheduled WIN time for intervention and extension c) implement guided reading strategies d) implement flexible small groups based on data e) utilize performance data from M-class and Renaissance programs to target instruction to student need f) utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas Staff Responsible for Monitoring: Principal, Assistant Principal, Math and reading interventionist Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Instructional Resources - 211 - Title I - \$4,405, Intervention Personnel - 211 - Title I - \$69,503, Intervention Personnel - 199 - General Funds: SCE - \$49,814	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement district Social and Emotional Learning using Character Strong. Actions: a) Ensure all teachers participate in weekly lessons and activities with students. b) Utilize campus counselor to assist and collaborate with teachers to ensure instruction is effective. c) Encourage and recognize students each nine weeks who model and demonstrate character values and traits shared during daily morning announcements and weekly lessons. d) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Close achievement gaps that exist for all under-performing groups such as our economically disadvantaged and students in our







subpopulations as measured by state and district assessments.

High Priority

Evaluation Data Sources: Historical performance by student groups on STAAR and CBA Assessments

Strategy 1 Details	Reviews			
Strategy 1: Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting. Actions: a) Work with special education teachers and general education teachers to include students in general education setting. b) Train general education teachers to scaffold instruction and work with students who have special learning requirements. c) Create a Master Schedule to maximize instruction and minimize the amount of time students are pulled from the general education setting. Staff Responsible for Monitoring: Principal, Assistant Principal, and Special Education teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use intervention strategies designed to meet student needs. Actions: a) Meet during scheduled PLC and RTI collaboratives to discuss student progress, academic growth, and instructional celebrations and concerns. b) Implement and monitor strategies discussed at RtI collaborative discussions. c) Integrate a GAP class (Gaining Academic Performance) during specials rotations that allows flexibility for students to regularly use remediation and extension programs. d) Monitor the progress and growth of students that are identified as economically disadvantaged and those who fall in more than one sup-group. Provide additional support for those students that are struggling and extensions for those that are making gains and growth. Staff Responsible for Monitoring: Principal, Assistant Principal, RtI team Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 2, 3, 4, 5 Funding Sources: Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - 211 - Title I - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
Strategy 3: Utilize tutors to help serve Tier 3 students. Actions: a) Hire certified teachers to serve as tutors. b) Have tutors work closely with reading and math interventionist to group students and to provided targeted instruction based on student need. c) Create a WIN time schedule where students can be supported during times that new information is not being delivered. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.5 Funding Sources: Tutorials - 211 - Title I - \$25,580, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$17,157	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize continuous improvement strategies to ensure instructional strategies are meeting student needs. Actions: a) Ensure teachers are trained in the understanding of and the use of continuous learning strategies. b) Utilize campus "gallery walks" to ensure all teacher are familiar with strategies. c) Create a schedule where grade level teams can visit other classrooms and other campuses. d) Use district instructional coaches to refine teacher's understanding and use of PDSA structures. e) Collaborate in PLC to create common formative assessments utilizing Aware and the new test items. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.5 Problem Statements: Student Learning 3, 4, 5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Use intervention strategies designed to meet the needs of English Language learners. Actions: a) Ensure all staff are ELL certified and have the training needed to support English Learners. b) Track the performance growth of students identified as EL during RTI.	Formative			Summative
	Nov	Jan	Mar	June







<p>c) Use the campus instructional coach to assist in providing tools, resources and strategies needed to support the EL students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Students will display dispositions indicative of high levels of social-emotional development as measured by campus-administered student survey.

Evaluation Data Sources: Student survey results and office referral data







Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Conscious Discipline strategies to teach social-emotional skills.</p> <p>Actions: a) Continue to teach and refine knowledge base of Conscious Discipline (CD) principles and practices. b) Continue to use CD team - meet monthly to discuss campus progress and needed next steps for faculty training. c) teach students brain states and self-regulation strategies.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Funding Sources: Professional Development - 211 - Title I - \$549</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Utilize lessons in Character Strong and the SELF values to teach and promote virtues. Actions: a) Teachers and students in each homeroom class will elect a classmate that exemplifies the SELF virtue for each nine weeks. This student will be recognized as the "Selfie Kid". b) Students will be recognized on a grade level awards presentation that will be displayed in the school and emailed to families. c) Student "Selfie Picture" is hung in the front foyer with the value. c) Students who are selected will be given a dog tag and a water bottle promoting the values. Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor Title I: 2.6, 4.2		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: Implement district Behavior RtI plan. Actions: a) Create behavior RtI team. b) Ensure teachers Conscious Discipline and the tools and strategies shared for supporting students. c) Schedule opportunities each nine weeks for counselor to provide guidance lessons to students. d) Schedule lunch bunches for students where conversations can be had regarding feelings and how to handle and react to situations. e) Utilize district Behavior RtI Specialist. Staff Responsible for Monitoring: Principal and Assistant Principal and Counselor Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture		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 with prior school year.







Evaluation Data Sources: Campus ADA percentages compared with previous school year.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program to promote improved student and staff attendance. Actions: a) Promote attendance incentives to staff, students, and parents. b) Track attendance and display in public place for staff, students, and parents to see. c) Acknowledge and reward student attendance by recognizing classes with the highest percentage of attendance weekly on the announcements. d) Classes with the highest percentage of attendance will be invited to participate in the Welcome Walk on Fridays and get a treat during lunch. d) Teachers and Administrators will call parents of students who are absent to make connections and build relationships. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 60%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Use continuous improvement strategies and principles to identify and improve operations and student outcomes.







Evaluation Data Sources: Evaluation of goal achievement as per campus improvement plan

Strategy 1 Details	Reviews			
Strategy 1: Develop and deploy continuous improvement processes. Actions: a) Develop SMART goals for attendance and safety. b) Track attendance data throughout the school year. c) Meet with Campus Safety/Operations team regularly and conduct plus deltas to guide improvement. d) Assistant Principal and Head Custodian will complete weekly campus walks to look for areas of safety concern that need to be addressed. e) Meet with the Campus Safety/Operations team to discuss ways to improve school operations for student and staff safety. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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: Improve the percentage of students and staff who report feeling safe at school.







Evaluation Data Sources: Campus-administered survey of students, parents and staff

Strategy 1 Details	Reviews			
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. Actions: a) Show and discuss the quarterly safety videos. b) Survey staff, students, and families regarding their safety perceptions. c) Use data and information from previous years to implement changes if needed in areas where concern was mentioned. d) Meet with Campus Safety/Operations team to discuss drills and after action plan. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture	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 to reduce the number of work days lost due to accidents occurring on the job by 10%.

Evaluation Data Sources: Quarterly reports of workers' compensation claims

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus program that promotes an accident-free work environment. Actions: a) Ensure all campus employees complete Safe School training. b) Ensure all staff know where all step ladders are hanging. c) Work with custodian to ensure that all slipping hazards are marked. d) Train necessary staff in CPI. e) Use campus walks to evaluate areas of needed repair and concern. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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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Goal 3: All students and staff will learn and work in a safe and responsive environment.	17

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.

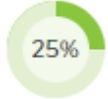

Performance Objective 2: All students will make at least one year's growth in reading literacy and writing between the beginning and end of year.

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
	 25%	 50%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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).

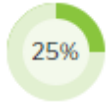

Evaluation Data Sources: Teachers will track their time spent on hands-on activities .
 Teachers will include this in their lesson plans.





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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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
					







 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: 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%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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
					
		 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 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

 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: 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
				
<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 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>				