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.	**Formative**			**Summative**
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	**Nov** 30%	**Jan** 50%	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Support teachers in the implementation of data informed and responsive teaching.	**Formative**			**Summative**
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	**Nov** 30%	**Jan** 50%	**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.	**Formative**			**Summative**
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	**Nov** 30%	**Jan** 50%	**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.	**Formative**			**Summative**
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	**Nov** 30%	**Jan** 50%	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**
	30%	50%		

0% No Progress	100% 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.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**
	30%	50%		

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	30%	50%		

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	30%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Work with community and business partners to assist in providing support to students and families.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	30%	50%		

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	85%	100%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Increase student performance on 8th grade Science and Social Studies STAAR Assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	30%	50%		

0% No Progress	100% 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).	**Formative**			**Summative**
Actions: a) Deliver SEL Character Lessons through Advisory.	**Nov**	**Jan**	**Mar**	**June**
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	30%	50%		
	0% No Progress	100% 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.	**Formative**			**Summative**
Actions: a) Train staff in the implementation of the behavior RtI plan with established procedures.	**Nov**	**Jan**	**Mar**	**June**
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	30%	50%		
	0% No Progress	100% 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	30%	50%		
0% No Progress	100% 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	30%	50%		
0% No Progress	100% 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.		**Formative**			**Summative**
Actions: a) Require staff to review district plan and related department plans through the Safe Schools platform. b) Perform campus/building safety walk-throughs		**Nov**	**Jan**	**Mar**	**June**
		30%	50%		
	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	