Birdville Independent School District

Smithfield Elementary

2022-2023 Formative Review

Table of Contents

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.	**Formative**			**Summative**
Actions: a. Utilize LOL team to train and lead implementation of district plan and strategies.	**Nov**	**Jan**	**Mar**	**June**
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	50%	70%		

Strategy 2 Details	Reviews			
Strategy 2: Continue to implement the literacy plan with the focus of responsive teaching and continuous improvement.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**
	50%	70%		

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.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**
	50%	70%		

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	50%	70%		

Strategy 5 Details	Reviews			
Strategy 5: Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5.	**Formative**			**Summative**
Actions: A. Continue to support and train staff on BAS, mClass and STAR assessments.	**Nov**	**Jan**	**Mar**	**June**
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	50%	70%		

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.
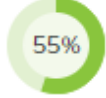
Performance Objective 2: Close achievement gaps that exist for all under performing student groups as measured by state and district assessments.
a. Meet all progress monitoring targets for grades PK-3rd in reading and math for all student groups measured by state and district approved monitoring instrument.

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.	**Formative**			**Summative**
	Nov	Jan	Mar	June
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	50%	70%		

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.	**Formative**			**Summative**
	Nov	Jan	Mar	June
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	50%	70%		

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	50%	70%		

Strategy 4 Details	Reviews			
Strategy 4: Continue implementation of continuous improvement processes	**Formative**			**Summative**
Actions: a. Use walk-through forms to evaluate implementation across campus.	**Nov**	**Jan**	**Mar**	**June**
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	50%	70%		

Strategy 5 Details	Reviews			
Strategy 5: Develop and implement system-wide practices for the design and delivery of programs and services for English Learners.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	55%	70%		

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 TBD

Strategy 1 Details		Reviews			
Strategy 1: Implement district curriculum for social-emotional learning (SEL).		**Formative**			**Summative**
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		**Nov**	**Jan**	**Mar**	**June**
		50%	70%		
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: Monitor the implementation of the behavioral RTI plan.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**
	50%	70%		

0% No Progress	100% 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.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**
	50%	70%		

0% No Progress	100% 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.	**Formative**			**Summative**
Actions: a. Meet with campus problem solving committee and use CI tools to work through campus issues.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin	50%	70%		
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 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	50%	70%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				