

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			
<p>Strategy 1: Continue to build capacity to implement the District's literacy plan with a focus on responsive teaching and continuous improvement.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LOL members, Academic Coach, Teachers</p> <p>Funding Sources: Academic Coaches - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Understand and implement data informed responsive teaching</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide rigorous learning opportunities for our GT/advanced students</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Participate in the reading academies and coaching model established by TEA and district based on the HB3 requirements</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>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</p> <p>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</p> <p>Problem Statements: Student Learning 2, 3 Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$37,572</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.











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 e) Ensure that Special Education is represented in Vertical Alignment Teams (Reading, Math, and Writing) g) Share information to staff and parents about specialized programs documented through professional learning opportunities, 504 meetings, ARDs, parent/teacher conferences, etc h) Utilize Success Ed to monitor program responses to students who are identified as 504, Special Education, or RtI i) 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			
<p>Strategy 2: Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Math and Reading Interventionists</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement system-wide instructional practices appropriate for Emergent Bilinguals</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a multi-tiered system of support (MTSS) for identified students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Intervention Personnel and Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 5 Details	Reviews			
<p>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.</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Enlist community and business partners to assist in providing support to students and families</p> <p>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</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$567</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>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</p> <p>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</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 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			
<p>Strategy 1: 1) Deploy the district curriculum for social-emotional learning (SEL)</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Funding Sources: Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, 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
	 70%	 80%		
 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
	 60%	 75%		
 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 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: 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			
<p>Strategy 1: 1) Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>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.)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	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			
<p>Strategy 1: 1) Implement the district-wide program that promotes an accident-free work environment</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Head Custodian</p>	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			
<p>Strategy 1: Develop and maintain a district-wide coordinated health program.</p> <p>Actions: a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Physical Education teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement requirements of the Every Student Succeeds Act regarding family and parental involvement.</p> <p>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.</p> <p>b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy).</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				