

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			
<p>Strategy 1: Build capacity to implement the district literacy plan at the campus level</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Principal; Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the campus literacy plan through established priorities for system-wide literacy practices</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Principal; Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide resources to assist Tier 2 and Tier 3 students to accelerate their growth beyond one year in reading and writing</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Principal; RtI Team; Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$61,428, Campus Personnel - 211 - Title I - \$61,895</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: 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			
<p>Strategy 1: Implement campus growth plan focused on Tier I priorities in mathematics instruction</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Principal; Instructional Coach; Math Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$66,989, Campus Personnel - 211 - Title I - \$21,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished


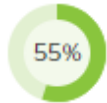


 Continue/Modify





 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: 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			
<p>Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Principal; Instructional Coach; Special Education Team Lead</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$35,313</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>30%</p>	 <p>55%</p>		
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a collaborative process to monitor Tier 2 and Tier 3 student progress on a regular basis</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: ESSER Tutors - ESSER - \$33,100</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>30%</p>	 <p>75%</p>		



Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement system-wide instructional practices appropriate for emergent bilingual students</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue implementation of the district continuous improvement process requirements for mission statements, goal setting, PDSA process and data folders in the classroom</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 5 Details	Reviews			
<p>Strategy 5: 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 I Meeting e) partner with Community in Schools to provide a full-time Social Worker at Stowe to connect families with community resources</p> <p>Staff Responsible for Monitoring: Campus Principal; ASPIRE coordinator</p> <p>Title I: 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 40%		
 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			
<p>Strategy 1: Implement Capturing Kids' Hearts and infuse the ideals into all aspects of the campus culture</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 50%		



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 (e) implement a Digital Citizenship and Safety program (f) work with staff and community to create and sustain a school culture that aligns with our SEL goals (g) 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
	 30%	 70%		
 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
	 30%	 75%		
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 style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				