

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
	Nov	Jan	Mar	June
				

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.



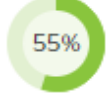





b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

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

- c) Take corrective action of findings at the campus by utilizing our CSI Logistics Team.
- d) Implement and review the district safety protocols.
- e) Schedule and monitor safety drills through Navigate 360.
- f) Identify potential school and safety threats using survey data to implement and refine procedures.
- g) Continue to implement the Anonymous Alerts and Threat Assessment System.
- h) Conduct monthly safety meetings with the Safety Committee and revise plans as needed.

Staff Responsible for Monitoring: Campus Administration
Campus Staff
Safety Committee

Problem Statements: Perceptions 1



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.


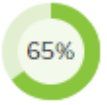




Evaluation Data Sources: Campus WC Report

Strategy 1 Details	Reviews			
Strategy 1: Implement the 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 Schools Training. Staff Responsible for Monitoring: Campus Administration Campus 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.

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				