

**Birdville Independent School District**  
**Watauga Elementary**  
**2022-2023 Formative Review**



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# Goals


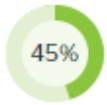
**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**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.




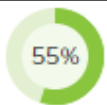
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.







## HB3 Goal

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels , CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, 1-5), TEA Interims (grades 3-5 reading and mathematics), Campus Common Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to build capacity to implement the District literacy plan. <b>Actions:</b> a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Guide campus leadership teams to lead the implementation of the District literacy plan. <b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Leaders of Learners  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Academic Coaches - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Continue to implement the literacy plan with a focus on responsive teaching and continuous improvement. <b>Actions:</b> a) Schedule and hold campus instructional focus walks and debriefing sessions with administration, coaches and teacher. Collect data to measure alignment and implementation of Tier 1 Priorities. b) Infuse literacy-focused professional learning and discussions into staff meetings. c) Utilize data from instructional walks and formative assessments to customize campus professional learning. Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading. <b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Leaders of Learners, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Communicate and assist campus staff in implementing responsive teaching and personalized learning for students that is data driven. <b>Actions:</b> a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessment. b) Provide campus staff opportunities to learn about differentiated instruction. c) Assist campus staff in utilizing technology to further personalize learning for students. d) Monitor, support and provide feedback for campus implementation of personalized learning. e) Administration will meet and review campus data regularly. f) Support teachers in their learning and implementation on 2.0 tier 1 priorities. <b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Campus staff  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Continue implementing the reading academies and coaching model established by TEA based on the HB3 requirements. <b>Actions:</b> a) Implement, monitor and support the district plan for Reading Academies. b) Campus APs and various teachers. <b>Staff Responsible for Monitoring:</b> Campus Administration, Reading Academy Coach, teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th. <b>Actions:</b> a) Continue to support and train staff with the BAS/SEL and mClass assessment. b) From grades prekindergarten - 5th , train teachers and campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data 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 of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math. e) Oversee the implementation of progress monitoring windows. f) Continue to use Eduphoria- Aware to give assessments and to monitor data. <b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Campus Staff  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement system-wide instructional practices to support Emergent Bilinguals. <b>Actions:</b> a) Utilize Instructional Coach to assist teachers in personalizing learning based on student data. b) Implement district biliteracy framework. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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.

- Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.
- 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 and campus assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. <b>Actions:</b> a) Implement and monitor an ESSER plan that is approved by TEA and supported by BISD. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus staff  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Funding Sources:</b> ESSER Tutors - ESSER - \$56,228, Title I Tutors - 211 - Title I - \$28,872	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development that assists teachers in developing, administering, and collecting student performance data to validate student growth. <b>Actions:</b> 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 (ie. state testing and classroom instruction). b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments. Discuss student, class and grade level data in PLCs and write action plans for low performing TEKS. c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. <b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Campus Staff  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement the RtI framework to facilitate a multi-tiered system of support (MTSS) for identified students. <b>Actions:</b> a) Hold campus RtI meetings throughout the year. b) Develop time within master schedule to allow for intervention for each grade level. c) Regularly meet with campus interventionists to discuss progress, needs and curriculum utilized. d) Continue to implement SEL curriculum and Conscious Discipline. e) Continue to provide professional learning and support for SEL & tiered behavior interventions with campus Conscious Discipline trainings. f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Interventionists, Campus Staff  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE, Intervention Personnel - 199 - General Funds: SCE - \$92,618, Conscious Discipline Resources and PD - 211 - Title I - \$23,000, Campus Personnel - 211 - Title I - \$227,607, Instructional Resources - 211 - Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Actions:</b> a) Deliver clear expectations on the implementation of the Continuous Improvement process throughout the school year. Model the processes for grade level teams. b)Continue to support, monitor the implementation of the PDSA process and provide feedback for appropriate, tiered professional learning support. c) Monitor the PDSA development process with common assessments through PLCs to ensure alignment. d) Utilize the rubric to evaluate progress of campus growth. <b>Staff Responsible for Monitoring:</b> Campus Administration and Campus Staff  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Enlist community and business partners to assist in providing support to students and families. <b>Actions:</b> a) Coordinate with PTA to form a strong partnership with campus and families and host family events. b) Coordinate with Northwood Church and Academy 4 about meeting campus needs and providing resources. c) Develop a relationship with SERTOMA to increase the support of community involvement and support. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, Nurse  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. <b>Actions:</b> a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services. <b>Staff Responsible for Monitoring:</b> Campus Administration, Attendance Clerk, Counselor, SPED staff  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	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/staff survey.







**Evaluation Data Sources:** Social-Emotional Learning survey, Observation data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a district approved program that teaches social-emotional learning (SEL). <b>Actions:</b> a) Provide in depth training to campus staff for implementation of Conscious Discipline throughout the year with guest speakers, book study and video trainings. b) Provide all staff with expectations of CD structures and routines. c) Monitor and provide ongoing training to campus staff. d) Implement and monitor SEL lessons in each classroom. e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, Campus Staff  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 - Title I, Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement the SEL component contained in the district ESSER plan. <b>Actions:</b> a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Collect data on student and family needs. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	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 records.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement with fidelity the behavioral RtI plan. <b>Actions:</b> a) Provide training on the district behavior RtI plan. b) Implement Conscious Discipline campus wide and provide teachers with clear expectations for Tier 1 behavior supports. c) Train staff on deescalation strategies. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	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:** 21-22 Campus Attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Refine and implement a campus-wide 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. <b>Actions:</b> a) Develop and refine campus attendance with leadership teams. b) Communicate campus attendance plan with all stakeholders. c) Monitor student attendance and review progress regularly in order to determine effectiveness of the campus plan related to incentives to improve 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 to mitigate student attendance issues. <b>Staff Responsible for Monitoring:</b> Campus Administration, Attendance Clerk, Counselors, Campus Teachers  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<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 feel safe at school.







**Evaluation Data Sources:** District safety survey of students, parents and staff

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being. <b>Actions:</b> a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Utilize campus leadership teams to guide next steps. c) Identify potential school and safety threats using survey data to implement and refine procedures. d) Schedule and monitor safety drills and revise plans as needed. e) Implement and review safety protocols. f)Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		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			
<b>Strategy 1:</b> Implement a district-wide program that promotes an accident-free work environment. <b>Actions:</b> 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 School trainings. f) Implement campus protocol for staff to report safety concerns. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff  <b>Title I:</b> 2.5		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:** Annual review of district improvement plan requirements

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain a district-wide coordinated health program. <b>Actions:</b> a)Continue to implement health related plans at the campus level. Examples include: Play it Safe, Dental and Vision screenings, Employee Wellness Challenge, Height/Weight screenings b) Follow district health requirements. c) Students participate in regular pacers and Fitness Gram tests in PE classes. <b>Staff Responsible for Monitoring:</b> Campus Administration, Nurse, Campus Staff  <b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				