Birdville Independent School District

West Birdville 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 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: 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, grades 1-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level.	**Formative**			**Summative**
Actions: a) Continue to follow the campus literacy plan that is aligned with the district plan	**Nov**	**Jan**	**Mar**	**June**
b) Provide training for all staff to build their capacity to implement campus literacy plan (Academic Coaches) in support of all students c) Utilize the Vertical Team and the LOL committee to help communicate the plan d) Help teachers visualize practice in action during Instructional Rounds **Staff Responsible for Monitoring:** Administration LOL team Academic coaches **Title I:** 2.4, 2.5, 2.6	35%	45%		

Strategy 2 Details		Reviews			
Strategy 2: Continue to focus on responsive teaching (rigorous tier 1 instruction) and continuous improvement.		**Formative**			**Summative**
Actions: a) Host and participate in instructional focus walks. b) Lead literacy-focused discussions into monthly faculty meetings and weekly PLCs. c) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. (Sutton, Sheffield, & Escamilla) **Staff Responsible for Monitoring:** Administration Academic coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math		**Nov**	**Jan**	**Mar**	**June**
		35%	40%		

Strategy 3 Details		Reviews			
Strategy 3: Provide full time reading and math interventionists to serve students on Tier II & III based on performance data including universal screeners		**Formative**			**Summative**
Actions: a) District provides 2 reading and campus funds 1.0 with title 1 funds and one .5 with title 1 funds math interventionists to help support students on Tier II and III. They will provide intense interventions designed to specifically support each student's academic need. Provide an additional campus instructional coach to work with teachers focusing on rigorous Tier I instruction **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools		**Nov**	**Jan**	**Mar**	**June**
		35%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.	Formative			Summative
	Nov	Jan	Mar	June
Actions: a) Continue to support and train teachers with the BAS/SEL and mClass assessment. b) From grades prekindergarten - 5th , train teachers and other campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. c) Continue to train instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Using Eduphoria - Aware, monitor progress of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math. e) Embed implementation strategies for progress monitoring in curriculum overviews **Staff Responsible for Monitoring:** Campus administration, instructional coaches, interventionists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	35%	55%		

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.
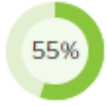
Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.
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: 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) Develop an ESSER plan that is approved by district guidelines. b) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, ELs, dyslexia and other special populations such as homeless c) Develop and implement a system to monitor and ensure compliance to the ESSER plan and other district plans that address closing achievement gaps d) Develop and implement a plan to collect, analyze and progress monitor student data (qualitative and quantitative) e) Implement accelerated instruction according to HB4545 **Staff Responsible for Monitoring:** Administration Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	35%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement system-wide practices appropriate for EBs	**Formative**			**Summative**
Actions: a) Monitor performance data to identify where additional support is needed.	**Nov**	**Jan**	**Mar**	**June**
b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model. **Staff Responsible for Monitoring:** Administration Academic Coaches Campus staff **Title I:** 2.4, 2.5, 2.6	35%	55%		

Strategy 3 Details	Reviews			
Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric **Staff Responsible for Monitoring:** Administration Campus staff **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools	35%	55%		

Strategy 4 Details	Reviews			
Strategy 4: Enlist community and business partners to assist in providing support to students and families who are in need.	**Formative**			**Summative**
Actions: a) Collaborate with PTA and other community partners 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) Developed parent and family engagement policy and offer flexible number of meetings **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	35%	55%		

Strategy 5 Details	Reviews			
Strategy 5: Provide professional development that assists teachers in developing, implementing and progress monitoring student learning	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Coordinate professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments c) Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd. d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Administration Academic Coaches Classroom Teachers Special Education Teacher Interventionists	35%	55%		

Strategy 6 Details	Reviews			
Strategy 6: Utilize the results of the RtI (WIN) task force to implement a multi-tiered system of support (MTSS) for identified students	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined by the ARD committee. b) Provide equitable access to all English Learners in the appropriate bilingual or ESL program. c) Implement SuccessEd to monitor program responses to students who are identified for 504, special education, or RtI services d) Strengthen the communication and monitoring of delivery of MTSS services. e) Provide ongoing training for all staff to build their capacity to implement MTSS. f) Continue to provide professional learning and support for SEL & tiered behavior interventions. g) Continue providing supplemental resources for SEL supports **Staff Responsible for Monitoring:** Administration Campus staff Counselors	35%	55%		

Strategy 7 Details		Reviews			
Strategy 7: Design and implement a plan to enhance the pre-K program and increase parent involvement		**Formative**			**Summative**
Actions: a) Provide monthly events during the school day for Prekindergarten -fifth grade families in order to connect families and provide resources for kindergarten readiness and beyond. b) Develop and distribute a Parent and Family Engagement Policy c) Develop and distribute a Parent-School Compact d)Host annual Title 1 meeting **Staff Responsible for Monitoring:** Administration **Title I:** 4.2		**Nov**	**Jan**	**Mar**	**June**
		30%	40%		
	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 dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

Evaluation Data Sources: Observation Data, Guidance lessons, campus student check-in document

Strategy 1 Details		Reviews			
Strategy 1: Implement a district-approved program that teaches social-emotional skills.		**Formative**			**Summative**
Actions: a) Develop a deployment plan for implementing SEL curriculum(Character Strong). b) Utilize the SEL taskforce to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients **Staff Responsible for Monitoring:** Administration Campus Staff LOL Team Counselor **Title I:** 2.6		**Nov**	**Jan**	**Mar**	**June**
		35%	50%		
	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: Implement the district behavioral RtI plan on a campus level	**Formative**			**Summative**
Actions: a) Provide training on the district behavior RtI plan.	**Nov**	**Jan**	**Mar**	**June**
b) Provide professional development opportunities and implement with fidelity Capturing Kids' Hearts. c) Schedule extended behavior RtI collaboratives and utilize Success Ed to input behavioral student plans. **Staff Responsible for Monitoring:** Administration Campus staff	30%	45%		

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 5: Increase Academic Rating from a "C" to a "B" in the area of Student Progress/Academic Growth as defined by the TEA Accountability system.

Evaluation Data Sources: Campus pre/post assessments, BAS progress monitoring, MClass, STAR Renaissance, and district interims.

Strategy 1 Details	Reviews			
Strategy 1: Students will show at least one year's growth in the area of fourth and fifth grade math and reading as measured by STAAR.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Rigor and Relevance training will be given throughout the year. b) Continue to emphasize Guided Reading in every S/ELAR classroom. c) Continue to strengthen PLCs and monitor each grade level closely. d) Continue to create and assess students through CFAs each six weeks in the area of math and reading. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6	30%	45%		

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: Decrease the percent of students (20.6%) exhibiting chronic absenteeism, total number of students is equivalent to 123 students.

    Evaluation Data Sources: Overall campus attendance records, parent/student incentives, parent attendance goals

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Design and implement improvement plan strategies to increase student attendance by spotlighting the class with the best attendance each six weeks per grade level. b) Create incentives for staff members to encourage better attendance **Staff Responsible for Monitoring:** Administration	45%	50%		
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 classroom and department (Intervention, resource, rotations, office).
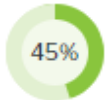
    Evaluation Data Sources: Evaluation of goal achievement as per campus, grade level, and individual classroom improvement plans.

Strategy 1 Details	Reviews			
Strategy 1: Communicate and implement continuous improvement processes at the campus level.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Revisit and recalibrate continuous improvement strategies in classrooms. b) Classrooms develop a mission statement and strategic learning goals. c) Campus departments and classes utilize the PDSA process to monitor progress towards goals. d) Students regularly track individual growth in data binders. **Staff Responsible for Monitoring:** Administration	35%	50%		
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 in results on a school safety survey that is administered to students, staff, and parents.

    Evaluation Data Sources: District and campus administered safety surveys.

Strategy 1 Details					Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.					Formative			Summative
					Nov	Jan	Mar	June
Actions: a) Develop campus reopening plan and update accordingly. b) Take corrective action of findings at the campus by utilizing our campus Logistics Team. c) Implement and review the district safety protocols. d) Schedule and monitor safety drills and revise plans as needed. e) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. f) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. g) Implement the Anonymous Alerts and Threat Assessment System. **Staff Responsible for Monitoring:** Administration					35%	45%		
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 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: Develop and implement a campus-wide program that promotes an accident-free work environment.					Formative			Summative
					Nov	Jan	Mar	June
Actions: a) Conduct facility reviews to locate and address facility issues and needs. b) Provide training for campus staff. 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:** Administration					35%	50%		
0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue		