

Birdville Independent School District

North Ridge Elementary

2022-2023 Formative Review



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Goals	3
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	3
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	9
Goal 3: All students and staff will learn and work in a safe and responsive environment.	10

Goals

Goal 1: Uvw fgpvu" yknn"ce jkgxg"vj gkt"hwmm"rqv gpvkcn"vj tqwi j" c"u{ uvgo "vj cv"ku"tgur qpukxg"vq"vj g"cecf go ke."uqekcn"cpf"g o qvkqpcn"pggfu"qh"vj g"uvw fgpv0

Performance Objective 1: Cnn"uvw fgpvu" yknn" o cmg"cv"ngcuv"qpg" {gct)u"rtqi tguu"kp"tgc fkp i" dgvy ggp"vj g"dgi kppkpi"cpf"gp f"qh" {gct"dgpe j o ctm"vguvkpi0

Evaluation Data Sources: Fountas & Pinnell BAS

Running Records

Star Renaissance

Circle Assessment

Report Cards

Interiums

CBAs





CFAs




M-Class

T-TESS SLO and Professional Learning Goals

Student Data Folders

IEP Progress Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district and campus literacy plans.</p> <p>Actions: A) Implementation of researched-based, best-practice strategies that promote high levels of learning and student success, as well as improve the quality of Tier 1 instruction and interventions while meeting the unique needs, interests and strengths of all students. B) The Literacy Vertical Team will use the district's expectations rubric to guide process of literacy instruction. C) Follow the district assessment plan to collect data on student and plan for interventions. D) Utilize Interventionists and Coaches for support of the implementation of Tier 1 priorities. E) Students in specialized programs will receive Tier 1 priority structures and strategies. F) Students in specialized programs will receive inclusion services based on their IEP goals to participate in the general education learning environment. G) Principal, Second and Third Grade Teachers will participate in the HB3 Reading Academy. H) Academic Coach meetings with grade level teachers. I) PreK-3rd grade students will meet the progress monitoring targets for each demographic group to support the DIP. J) Full day Pre-K provided to build a strong reading knowledge base as early intervention.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Leaders of Learners</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Literacy Classroom Resources - Leveled Readers - 199 - General Funds: SCE - \$2,000, Scholastic News - 199 - General Funds: SCE - \$1,678.17, Empowering Writers Resources - 199 - General Funds: SCE - \$555</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Design, implement and monitor a comprehensive professional learning plan to address the needs of teachers.</p> <p>Actions: A) Complete a needs assessment to identify professional learning needs of teachers and educational assistants. B) Provide professional development opportunities to meet the needs of all teachers and educational assistants. C) Utilize district content coordinators and coaches as an instructional support. D) Utilize our Academic Coach for MClass training and reading instructional support.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach Leaders of Learners Vertical Team Members</p> <p>Funding Sources: Targeted Professional Learning - 199 - General Funds - \$5,000, CAMT Conference - 199 - General Funds: SCE - \$1,592</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support to specialized programs.</p> <p>Actions: A) Special Education Teachers will receive instructional support from the Special Education Academic Coach. B) Include the Special Education Team Leader in RTI Collaboratives. C) Provide specialized training for teachers and educational assistants. D) Include the Special Education Teachers on Vertical Teams and LOL. E) Provide additional tutoring before and after school for the special education population. F) Professional Learning Committee planning meetings. G) Special Education RTI meetings.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach Special Education Academic Coach Campus Special Education Team Leader</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: ESSER Tutors - ESSER - \$12,045, Substitutes for PLC meetings - 199 - General Funds - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Uvwfgpvu"yknn"cejkgxg"vjgkt"hwmm"rqvgpvkcn"vj tqw i j" c"u{uvgo"vjcv"ku"tgu rqupxg"vq"vjg"cec fgo ke."uqekcn"cpf" g o qvkqpcn"pgg fu"qh"vjg"uvwfgpv0

Performance Objective 2: Enqug"cejkgxg o gpv" icru"vjcv"gzkuv"hqt"cnm"wpfgt/rgthqto kpi" i tqwru"cu" o gcuwtgf"d{ "UVCCT."RDOCU."cpf"fkvtkev"EDC cuuguu o gpvu0

- Evaluation Data Sources:** RTI Campus Reports
 Interiums
 CBA Data Reports
 Report Cards
 Six Weeks Report Cards
 ODS Reports

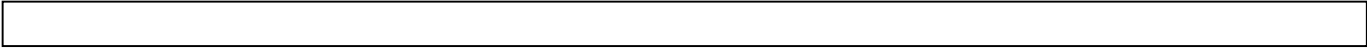
Strategy 1 Details

Reviews

Strategy 1: Continue to implement continuous improvement strategies and processes to monitor student progress and instructional practices.

- Actions:** A) Administrators, teachers and students will monitor learning progress through formative and reflective feedback based on student performance.
- B) Teachers will implement student data folders to track learning progress and utilize data to plan intervention.
- C) Utilize the district continuous improvement expectations rubric and the campus time line to monitor the implementation of Continuous Improvement in the classrooms and campus-wide.
- D) Special Education Teachers will meet with General Education Teachers during RTI meetings to measure progress and plan intervention.

Staff Responsible for Monitoring: Principal



Strategy 1 Details

Reviews


Strategy 1: Develop and implement processes to support student's social-emotional development.

- Actions:** A) Identify areas in need of improvement as shown from student surveys and Behavior RTI meetings.
- B) Develop interventions and strategies to implement using the perception data.
- C) Counselor classroom lessons will be delivered each six weeks.
- D) Award Longhorn Pride Tickets to students displaying positive behavior.
- E) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements.
- F) Implement Character Strong lessons
- G) Review and plan interventions for students identified on a Behavior RTI Tier.
- H) Continue the implementation and training of Capturing Kids Hearts.
- I) Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Problem Statements: Perceptions 1

Funding Sources: Prizes for Longhorn Ticket Prize Box - 199 - Gen – **Fum**

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Attendance Incentive Plan.</p> <p>Actions: 1) Communicate plan to all stakeholders. 2) Post attendance data. 3) Track and celebrate attendance percentages in Longhorn Celebrations each six weeks. 4) Recognize attendance award winners in Longhorn Celebrations each six weeks.</p> <p>Staff Responsible for Monitoring: Principal Assistance Principal</p> <p>Funding Sources: Attendance Awards - 199 - General Funds: SCE - \$800</p> <p>Notes:</p>	Formative			Summative
	Nov	Jan	Mar	June
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<p>Β Β 0 Β Τ Γ Ε Ο Η Β Μ Δ Τ Μ Δ Χ ρ ρ © ρ ρ λ</p> <p>Strategy 2 Details</p>	Formative Re			Summative
<p>Staff Responsible for Monitoring: Ass) ance Princip</p>	Nov	Jan	Mar	June
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