

# **Birdville Independent School District**

## **Smithfield 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



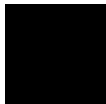





# Goals

**Goal 1:**

**Strategy 2 Details**

**Reviews**

**Strategy 2:**

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to support a full day pre-K program for four year-olds and half-day for three year olds that qualify based on a board approved three-year plan.</p> <p><b>Actions:</b> a. Maintain a PK teacher who is certified and has early childhood qualified.  b. Provide PD that is relevant to early childhood both through campus and district resources.  c. Maintain an average ratio of 1 to 11 which includes one certified teachers and one teacher's aide per TEA guidelines.  d. Implement new curriculum in the pre-kindergarten classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  PK teachers</p> <p><b>Funding Sources:</b> Prekindergarten Teacher - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5.</p> <p><b>Actions:</b> A. Continue to support and train staff on BAS, mClass and STAR assessments.  B. Ensure that instructional coach is working with teachers to utilize progress monitoring data and designing instructional practices.  C. Use Aware to monitor progress of students in grades PK-5.  D. Provide prekindergarten - 5th teachers and campus staff on the new STAAR redesign for the purposes of aligning instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Instructional Coach</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$103,715</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 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 PK-3rd in reading and math for all student groups measured by state and district approved monitoring

**Evaluation Data Sources:** Historical performance by student subgroup on state and local assessments

<b>Strategy 1 Details</b>	<b>Reviews</b>
<b>Strategy 1:</b>	

**Strategy 3 Details**

**Reviews**

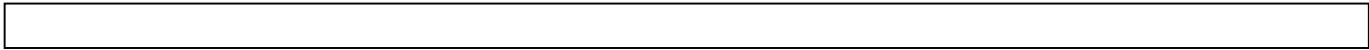
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**Performance Objective 3:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.

**Evaluation Data Sources:** Social-Emotional Learning survey TBD

<b>Strategy 1 Details</b>	<b>Reviews</b>
<p><b>Strategy 1:</b> Implement district curriculum for social-emotional learning (SEL). <b>Actions:</b> a. Use Guidance lessons to continue to build social emotional support.</p>	





**Evaluation Data Sources:**