

Birdville Independent School District
John D. Spicer Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

John D. Spicer Elementary serves about 400 students in grades prekindergarten - fifth grade with the following demographics:

- Hispanic - Latino: 26.63%
- Asian: 8.23%
- Black - African American: 30.99%
- White: 28.33%
- Two-or-More: 5.81%
- Female: 49.39%
- Male: 50.61%

Summary Data from 2021-2022 Summer PEIMS file (loaded 7/14/2021).

Spicer Elementary serves a diverse population with multiple languages spoken. While the English language is the largest group, Spicer also has families that speak French, Spanish, Vietnamese Swahili, Laothian, Nepali, Urdu and Arabic.

Spicer Elementary is a Title I campus serving 285 economically disadvantaged students.

Spicer serves students with special needs in a variety of programs ECSE, PASS and Resource.

School Population (2020-2021 Summer PEIMS file loaded 07/14/2021)	Count	Percent
Principal Cheryl Waddell		
Assistant Principal Amy Newland		
Student Total	413	100%
Early Education Grade	14	3.39%
Pre-Kindergarten Grade	24	5.81%
Kindergarten Grade	48	11.62%
1st Grade	68	16.46%
2nd Grade	59	14.29%
3rd Grade	71	17.19%
4th Grade	59	14.29%
5th Grade	70	16.95%

Student by Program (2019 - 2020 Fall PEIMS file loaded 05/09/2020)
Other Student Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

	Count	Percent
	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	<u>90</u>	20.59%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	<u>251</u>	57.44%
Reduced Lunch Participation	<u>34</u>	7.78%
Other Economically Disadvantaged	<u>2</u>	0.46%
Gifted and Talented	<u>20</u>	4.58%
Special Education (SPED)	<u>62</u>	14.19%
Title I Participation	<u>437</u>	100.00%
Dyslexia	<u>21</u>	4.81%
Homeless Statuses		
Homeless Status Total	<u>1</u>	0.23%
Shelter	0	0.00%
Doubled Up	<u>1</u>	0.23%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
At-Risk	<u>104</u>	23.80%
Economically Disadvantaged	<u>287</u>	65.68%
Title I Homeless	0	0.00%
Immigrant	<u>13</u>	2.97%
Limited English Proficient (LEP)	<u>92</u>	21.05%
Migrant	0	0.00%
Military Connected	<u>3</u>	0.69%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	<u>28</u>	6.41%
Intervention Indicator	<u>178</u>	40.73%
IEP Continuer	0	0.00%

Special Services (2019 - 2020 Fall PEIMS file loaded 05/09/2020)
Staff Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

Count	Percent
Count	Percent

No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<u>6</u>	9.68%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	<u>3</u>	4.84%
Emotional disturbance	<u>1</u>	1.61%
Learning disability	<u>12</u>	19.35%
Speech impairment	<u>8</u>	12.90%
Autism	<u>23</u>	37.10%
Developmental delay	0	0.00%
Traumatic brain injury	<u>1</u>	1.61%
Noncategorical early childhood	<u>8</u>	12.90%
Instructional Settings		
Speech Therapy	<u>8</u>	12.90%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	<u>7</u>	11.29%
Resource Room	<u>23</u>	37.10%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>15</u>	24.19%
Full-Time Early Childhood	<u>8</u>	12.90%
Nonpublic Day School	<u>1</u>	1.61%
Administrative Support	<u>11</u>	20.75%
Teacher	<u>32</u>	60.38%
Educational Aide	<u>10</u>	18.87%
Auxiliary	0	0.00%

Special Services (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

Staff Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

- Spicer Elementary serves 421 Economically Disadvantaged students
- Spicer Elementary serves 220 English Language Learners
- Spicer Elementary serves 369 At-risk students

- Spicer Elementary serves 40 students with disabilities
- Spicer has 18.9% mobility rate

School and Community characteristics

- Spicer Elementary serves one PPCD classroom and two SEEC classrooms.
- Spicer Elementary provides after school and community support through our ASPIRE program
- First Baptist provides school supplies for teachers and students as well as meals for families during long holiday breaks.

Demographics Strengths

The diversity of our student population provides different cultures that bring a rich learning environment and different perspectives to our students and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall student enrollment and attendance rates have decreased slightly over the past 3 years. **Root Cause:** Many families are moving to starter homes outside the district from the many apartments in the Spicer attendance zone.

Student Learning

Student Learning Summary

Texas Education Agency 2018 Distinction Designation Summary

- Of the 40 comparison schools, Spicer is ranked 6th: comparative Academic Growth Target (scale score of 80)
- Of the 40 comparison schools, Spicer is ranked 10th: Comparative Closing the Gaps Target (scale score of 79)
- Of the 5 eligible indicators in Quartile 1 (top Quartile), Spicer earned 3 out of 5 indicators for Academic Achievement in Mathematics
- Of the 2 eligible indicators in Quartile 1 (top Quartile), Spicer earned 1 out of 2 eligible indicators for Academic Achievement in Science
- Of the 2 eligible indicators in Quartile 1 (top Quartile), Spicer earned 2 out of 2 eligible indicators in Q1 for Postsecondary readiness

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 JD Spicer Elementary School met the target with a TELPAS progress rate of 44%. In 2021-2022 JD Spicer Elementary School again met the target with a TELPAS progress rate of 40%. In comparing the progress rate from 2021 and 2022, JD Spicer Elementary School demonstrated a 4% point decrease in students' English language development.

Student Learning Strengths

Texas Education Agency 2018 Distinction Designation Summary indicated that Spicer earned 5 out of 6 eligible distinctions designations for Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Texas Education Agency 2018 Distinction Designation summary indicated that English Language Arts/Reading only earned 2 of the 6 eligible indicators in Q1 (top Quartile). Evidence showed weaknesses in attendance rate, grade 3 Reading performance, grade 4 Reading performance, and grade 4 Writing performance.

School Processes & Programs

School Processes & Programs Summary

At Spicer we provide Special Education through our Resource/Inclusion programs and our PPCD and our two SEEC self-contained programs. Struggling students are addressed through our special support provided by our Math and Reading interventionists. Our ELL students are supported in their classrooms as well as pull out from our ESL interventionist. In addition, we have a Science and two Reading support staff that work with our Tier 3 students and support our teachers in the classroom. Our campus has an after school program (Aspire) that supports our Tier 3 students and their families within the community through community events and student sports events.

For our gifted and talented students, we provide a variety of leveled services for students in grades kindergarten through 5th grade. All teachers are required to complete annual GT training and our GT students are clustered in specific classes. Pull out classes are offered to our students on our campus and at a separate location where our 3rd, 4th and 5th graders travel one day each week.

Our teachers attend professional development provided by our district where we focus on Framing Literacy. Teachers are provided expectations for learning and engaging our learners in a campus culture of writing and reading. Teachers are provided support through training and weekly staff walk throughs that provide teachers productive feedback. Weekly PLCs, vertical team meetings and Leaders of Learners ensure all staff are trained in district initiatives.

We offer incentives for our students who have perfect attendance. Students are recognized at school assemblies for good grades, good attendance and good behavior. Our students are supported emotionally through programs offered such as: Red Ribbon week, Second Step classroom lessons, Safe Haven lessons, Place it safe lessons and daily use of our district core values.

Technology is integrated in classrooms as teachers use interactive white boards, online Reading resources, ipads, laptops, chrome books, google classroom, and an internet based (REMIND) program to communicate with their parents.

School Processes & Programs Strengths

Spicer serves a diverse population that is reflective of our community. Parents are involved in school opportunities where teachers work together to support individual needs of our families and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Language barrier due to our variety of languages our students bring to our campus **Root Cause:** Families that speak other language and come from other countries.

Perceptions

Perceptions Summary

Our school's mission statement that was created by our staff for the 2018-19 school year is: "Together we can shape tomorrow's leaders by collaborating with students, parents, and teachers in order to support the whole child."

At Spicer, we have a belief that all of our students have an opportunity to show their culture and experience how we value education. One example- At the Discover Birdville Event last year, Spicer 5th grade students were able to showcase their learning through field investigations as they studied the circulatory system. These students demonstrated their learning to the community using technology and visual examples, that our diverse population has many opportunities to explore and apply their rigorous curriculum.

Twice a year, we offer two multicultural events. The first event is a dinner for our African community. We invite parents to bring a dish to share as we bridge both cultures by explaining our school expectations and answering any questions our parents have. We invite a French interpreter to ensure the parents understand. The second event is a multicultural lunch that we call "Christmas around the world", where each student brings a dish from their home country to share with students, staff and parents.

Positive behavioral supports/strategies are utilized in the classrooms and also implemented by administration to address student behavior in a positive manner. Individual student incentives are utilized and set up for specific students who need more one on one support from administration.

Spicer has a social committee that provides emotional support to our staff. We also have a faculty advisory council that address a variety of campus problems .

Perceptions Strengths

Our diverse population bring richness to our school by providing a depth of individual difference from our students and families. Spicer staff's mission statement is "Together we can shape tomorrow's leaders by collaborating with students, parents, and teachers in order to support the whole child."

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some of our students come to school with needs such as food, clothing and emotional support. **Root Cause:** 67% low SES

Priority Problem Statements



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 between the beginning and end of year.









HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, MCLASS, iStation, Education Galaxy, CIRCLE

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the implementation of Guided & Shared Reading in all grades K - 5 using Fountas & Pinnell.</p> <p>Actions: 1) Provide trainings during PLCs from coaches and district personnel and resources to implement Guided/ Shared reading in support of all students.</p> <p>2) Measure K - 5 students reading level using Fountas & Pinnell within the 1st nine weeks to begin tracking growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure all students K - 5 have access to rich literature everyday.</p> <p>Actions: 1) Provide teachers with resources in literature to support reading throughout the day.</p> <p>2) Provide print and digital periodical literature monthly.</p> <p>3) Online resource using News ELA.</p> <p>4) Provided 25 copies of highly reviewed novels at various reading levels for grades 3rd - 5th book talks.</p> <p>5) Resource students that exhibit literacy challenges are provided with instruction through SIPPs, Raz Kids, LLI, Moby Max and F&P.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure Special Education students have access to a variety of literature resources every day.</p> <p>Actions: 1) Resource students that exhibit literacy challenges are provided with instruction through SIPPs, Raz Kids, LLI, and F&P.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Special Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$2,243</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide multiple opportunities for parents and the community to be engaged in the educational process.</p> <p>Actions: 1) Collaborate with PTA and grade level leads to schedule and host school wide events to support students and families.</p> <p>2) Develop and distribute a Family and Parent Engagement Policy.</p> <p>3) Hold an annual Title 1 meeting to further explain the programs and services available to students.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide students in K - 5 a reading interventionist to assist Tier 3 in reading.</p> <p>Actions: 1) Two reading interventionists will work with Tier 3 students in K - 5 daily.</p> <p>2) Ensure reading interventionists use F&P and LLI reading instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$44,777</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Ensure teachers have appropriate technology available in stations for students to engage in reading strategies.</p> <p>Actions: 1) Technology liaison with conduct Lunch and Learn for teachers to have technology in reading stations that hold students accountable for their work.</p> <p>2) Ensure continued training for teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$10,000, Professional Development - 211 - Title I - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 7 Details	Reviews			
<p>Strategy 7: Kinder, First, and Special Education Teachers will be studying the Science of Teaching Reading through the Texas Reading Academy.</p> <p>Actions: This will be measured through their self-paced Reading Academy canvas coursework, 10 face to face trainings on the Science of Teaching Reading, and working a minimum of 4 hours with their Reading Academy Coach. In addition, they will be implementing the Science of Teaching Reading as measured by the required artifacts they will create for the completion of the Reading Academy.</p> <p>Staff Responsible for Monitoring: Campus Admin. and Reading Academy Comprehensive Coach</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Ensure English Language Learners have access to a variety of literature resources every day.</p> <p>Actions: 1) English Learners that exhibit literacy challenges are provided with instruction through Sheltered Instruction during guided reading time.</p> <p>Staff Responsible for Monitoring: Campus Admin, Classroom teachers, Interventionists</p> <p>Title I: 2.4, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				









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 groups as measured by multiple sources.

HB3 Goal

Evaluation Data Sources: STAAR, district CBA and district Interim's.










Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the use of Fountas and Pinnell BAS for grades K - 5. Actions: 1) Teachers will perform BOY, MOY and EOY assessments. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 1) Ensure the implementation of literacy across all content areas using district reading strategies. Actions: 1) All staff will be trained in district strategies and how to implement in their area of content. Three Questions Read - Cover - Remember - Retell Read and Sketch for Meaning Sign Posts Thinking about, within, beyond the text. Concentration on Word Work 2) Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Tutoring - 211 - Title I - \$26,883, Instructional Resources - 211 - Title I - \$5,000, Professional Development - 211 - Title I - \$2,000, Coach - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development for staff in ELAR.</p> <p>Actions: Ensure ELAR teachers may attend district curriculum previews.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.6</p> <p>Funding Sources: Conferences - 211 - Title I - \$249</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Accelerated Instruction (AI) for students in 4th and 5th grades that were unsuccessful on STAAR math, reading or writing.</p> <p>Actions: Identified students will receive AI before or after school.</p> <p>Staff Responsible for Monitoring: Campus staff, and campus Admin Will be using ESSER funds.</p> <p>Funding Sources: ESSER Tutors - ESSER - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Annual "safe at school survey" and Anonymous Alerts analytics.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Ensure the implementation of positive behavior intervention. Actions: 1) Ensure the use of student mentors throughout the campus for student emotional support. Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure the implementation of Character Strong social emotional learning. Actions: 1) Weekly Character Strong lessons by the classroom teacher every Friday to all grade levels. 2) Teachers in K - 5 utilize Character Strong elements daily in the classroom. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor and teachers</p> <p>Title I: 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure the implementation of Social Emotional Learning (SEL) classroom lessons by the school counselor. Actions: 1) Lessons once per six weeks in SEL by the counselor. 2) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6 Funding Sources: Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 behavior RtI tiers 2 and 3.









Evaluation Data Sources: Discipline data using On Data Suite (ODS), use of weekly attendance/discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Implement student mentoring system schoolwide. Actions: 1) Matching mentors with identified students that need emotional support. 2) Schedule students to assist in classrooms and identified students. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: All students will make at least one year's progress in math between the beginning and end of year.







Evaluation Data Sources: Renaissance STAR360 and district CBAs, Education Galaxy, MCLASS and interim's to measure growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intense, prescriptive intervention for students in math. Actions: Math Interventionist will provide intensive math intervention. Teachers will utilize Education Galaxy online tool for support instruction. Staff Responsible for Monitoring: Campus Admin and math interventionist.</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$36,889, Tutoring - 211 - Title I - \$15,000, Instructional Resources - 211 - Title I - \$2,000, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Accelerated Instruction (AI) will be provided for all students in 4th and 5th grade who were unsuccessful on STAAR in math. Actions: Use of ESSER funds to alleviate performance gaps within student groups. Staff Responsible for Monitoring: Campus staff and admin</p> <p>Title I: 2.4</p> <p>Funding Sources: ESSER Tutors - ESSER - \$9,590</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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.

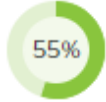

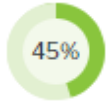





Evaluation Data Sources: 2021 - 2022 EOY data from On Data Suite: 95.73%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Celebrate student attendance weekly in grades K - 5.</p> <p>Recognize student attendance each nine weeks in grades K - 5.</p> <p>Actions: 1) Reward perfect attendance each Friday for students in grades K - 2.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: As measured by Anonymous Alerts and annual safety survey.

Strategy 1 Details	Reviews			
Strategy 1: Ensure step ladders are available in every grade level. Actions: 1) Hang ladders in each hallway. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure monthly safety drills occur and staff members are prepared. Actions: 1) After each drill staff will receive feedback on drill effectiveness and improvements needed. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for John D. Spicer Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

--

Personnel for John D. Spicer Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chandra Todd	Teacher	0.5
Judy Peresh	Teacher	1
Karen Trent	Title I Tutor for K - 2	0
Stephanie Huskey	Title i tutor # - 5	0

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive Needs Assessment was completed in June 2022 based on spring survey feedback, STAAR data, TELPAS and universal screener results, attendance and behavior data from 2022.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Administrators:

Rose Kebe

Cheryl Waddell

Community Member:

Mr. Vela

Mr. Rogers

Teachers:

Annell Butler

Cathy Linehan

Parent:

Chad Morrissey

Jaime Norris

2.2: Regular monitoring and revision

The Spicer Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

Spicer Campus Improvement Plan is available to parents and the public through the campus website. The plan is also available through the district website and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 47.11% of students were identified as at-risk on one or more of the following criteria:

2.5: Increased learning time and well-rounded education

Student Learning will be supported through research-based instructional strategies and practice such as:

Fountas & Pinnel Guided reading

MTA and SIPPS

Workshop model

Conscious Discipline

Harmony lessons

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Administrators:

Cheryl Waddell

Rose Kebe

Parents:

Lisa Wolfe

Staff:

Judy Peresh

Chandra Todd

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Develop jointly with, agree on with, and distribute to parents of participating children the district's written parent involvement policy. The district will incorporate this policy into the district's plan. Title 1, Part A schools will also develop parent and family engagement policies. All policies will be made available to parents to improve the involvement in child's education and academic achievement.
2. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and its program in improving the academic quality of its Title 1, Part A schools, both at the district and campus level. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

Parents:

Sara Sohi

Jaime Norris

Chad Morrissey

Teachers:

Annell Butler

LaToya SIme

Mandi Araya

Administrators:

Cheryl Waddell

4.2: Offer flexible number of parent involvement meetings

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Conducting a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title 1, Part A schools. An annual meeting for Title 1, Part A parents will be held each Title 1 campus. The district will provide training for schools on Title 1, Part A and best practices in conducting the Title 1, Part A Annual Meetings where parents are informed on how funds are used on their campus for parental involvement activities.
2. Support its Title 1, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement. Capacity building activities and training (i.e. Literacy Night, Math and Science events, Homework Help) will be provided to parents to increase academic achievement through district-wide and campus efforts. The district will coordinate these efforts and strategies with other federal and state program in a variety of ways.
3. Birdville ISD is committed to working together with parents, students, the community and other stakeholders to improve student achievement. All school and district activities will promote and encourage parental involvement. Title 1, Part A schools will identify any barriers to greater participation by parents in activities of participating children with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
4. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- September Curriculum Night
- September Celebrate Diversity Night
- October Title I Meeting (Thursday/Friday) on campus
- October Book Fair (Monday through Thursday 8:00-5:00) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chandra Todd	Math Interventionist	Title I	.5
Karen Trent	Title I tutor K - 2nd grade		
Stephanie Huskey	Title I tutor 3rd - 5th		

Campus Based Leadership Team

Committee Role	Name	Position
Classroom Teacher	Carrie Goodman	
Administrator	Cheryl Waddell	Principal
Administrator	Amy Newland	Assistant Principal

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Intervention Personnel		\$44,777.00
1	2	2	Coach		\$0.00
1	3	3	Crisis Counselor		\$0.00
1	5	1	Intervention Personnel		\$0.00
Sub-Total					\$44,777.00
Budgeted Fund Source Amount					\$44,777.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Resources		\$1,500.00
1	1	3	Instructional Resources		\$2,243.00
1	1	4	Title I Family Engagement		\$2,000.00
1	1	6	Instructional Resources		\$10,000.00
1	1	6	Professional Development		\$3,000.00
1	2	2	Instructional Resources		\$5,000.00
1	2	2	Professional Development		\$2,000.00
1	2	2	Tutoring		\$26,883.00
1	2	3	Conferences		\$249.00
1	5	1	Instructional Resources		\$2,000.00
1	5	1	Tutoring		\$15,000.00
1	5	1	Intervention Personnel		\$36,889.00
Sub-Total					\$106,764.00
Budgeted Fund Source Amount					\$106,764.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	ESSER Tutors		\$9,000.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	ESSER Tutors		\$9,590.00
Sub-Total					\$18,590.00
Budgeted Fund Source Amount					\$18,590.00
+/- Difference					\$0.00
Grand Total Budgeted					\$170,131.00
Grand Total Spent					\$170,131.00
+/- Difference					\$0.00