

Birdville Independent School District

Academy at C. F. Thomas

2014-2015 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Top 25% Closing Performance Gaps
Postsecondary Readiness



Mission Statement

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

Vision

All students succeed in a future they create.

Value Statement

We believe that:

1. Human beings are complex with unique intellectual, social, emotional, and physical needs.
2. Every person is unique by design, with abilities, gifts and talents.
3. Every person has inherent value and unique potential.
4. All people are innately curious.
5. Relationships are an inherent human need.
6. Personal responsibility is essential and noble for all.
7. Family profoundly impact who we become.
8. Character is developed through life experiences.

9. With a privilege comes responsibility and accountability.
10. A physically and emotionally safe environment encourages learning.
11. Learning is not limited by time or space.
12. Freedom is a universal desire to be promoted and preserved.
13. Values drive choices.
14. Change is constant.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Academy at Carrie Frances Thomas Elementary (ACFT) provided instruction to approximately 706 students within the Birdville Independent School District during the 2013-2104 school year. Approximately 72% of our students were classified as economically disadvantaged, 43% were English Language Learners, and 69% were determined to be At-Risk. We currently have 2 self-contained special education classrooms for students with very low cognitive abilities and multiple health or physical issues, yet our Special Education percentages remain low at 8% overall. During the 2013-2014 school year, we also served 6% of our students in the advanced academic program, which was an increase of 1%.

The ethnic distribution of our students was: 43% Hispanic, 2% Native/Alaskan Indian, 3.1% Asian, 12.2% African American, 36.6% White, and 4.2% as Two or More Races. Included in the white sub-population are approximately 8% Egyptian whose first language is Arabic.

ACFT's student average daily attendance for the 2013-2014 school year was 96.5% which was higher than that of the previous year by .4%.

Demographics Strengths

- ACFT serves a very ethnically, culturally, and linguistically diverse population of which we also try to match through our staff personnel. Many of our programs are designed to meet the needs of our students and their families--2-Way Dual Language, SELF class, IDS class, special education inclusion, advanced academics, ESL assistance for students and their families, and ASPIRE. Our community is unique and special therefore we do much to increase family and community involvement at our campus. We work closely with ASPIRE and our PTA to provide multiple opportunities to develop a strong relationship between home and school.

Demographics Needs

- Increase parental and community partnerships with ACFT to increase student success
- Provide appropriate and adequate after/before school programming for enrichment and/or remediation purposes to increase student academic success

Student Achievement

Student Achievement Summary

We have too many students on Tiers II & III in both Reading and Math as indicated by STAAR, Star Math, and ISIP. Only 37% of our students are at or above the 50th percentile as indicated by ISIP. However, when you include the 78% of our Spanish testers (K-3), the percentage rises to 57.5%. While we did well overall and met the state requirements, there were a few areas in which we need to focus—Reading, Math (especially because of the new Math TEKS), and Writing. There were several areas in which we made gains by doing much better than our projected targets: Only 6.2% of our students population received Special Education Services which was down by 1.7% from the previous year. Our student attendance rate was 97% and our Discipline Referrals dropped by 55.3%. We had many of our 4th grade students that passed the Writing STAAR however only 1% of our students achieved Advanced Performance on this assessment.

116 - Academy at C. F. Thomas										
	2014		2015			2014		2015		
Objective / Indicator	actual	target	actual		Objective / Indicator	actual	target	actual		
1.1.a. STAAR Satisfactory Performance (% at final)					1.2.a. ISIP Performance					
Math	35	40			Tier 1 at EOY (%)	49	65			
Reading	35	40								
Writing	28	33			1.2.b. STAR Performance					
Science	41	46			Tier 1 at EOY (%)	na	65			
1.1.b. STAAR Advanced Performance (%)					1.2.c. Special Education Services					
Math	17	22			Students Served (%)	6.2	6.1			
Reading	15	20								
Writing	1	6			2.1.a. Student Attendance					
Science	7	12			Attendance Rate (%)	96.8	97.3			
1.1.c. Index 1 Performance					2.1.b. Staff Attendance					
Index 1 Score	79	84			Attendance Rate (%)	95.7	96.4			
					2.1.c. Discipline					
					Referrals (n)	57	54			

				3.1.a. Campus Plan Actions			
				Actions Completed (%)	92	90	

Student Achievement Strengths

- ACFT received a Distinction from TEA for *Mathematics*
- ACFT received a Distinction from TEA for *Top 25% in Closing the Performance Gaps*
- ACFT received a Distinction from TEA for *Postsecondary Readiness*
- ACFT Met Standard in each All Student STAAR Assessments--Reading, Math, Writing, and Science
- Our campus only referred 1.7% of our students for special education services

Student Achievement Needs

- Strong Tier I instruction as currently 72% of our students are on Tier II or III in Reading according to ISIP
- Meet all 2014-2014 Campus Performance Targets
- Increase the STAAR passing rate for students receiving special education services--speech, inclusion, content mastery/resource, and IDS
- Increase the Writing STAAR passing rate for all students in 4th grade, while increasing the understanding and ability to write at appropriate levels for all students at ACFT
- Increase Level III scores on STAAR in the areas of Writing, Reading, Science and Math
- Increase the rigor and assistance for all students in order to meet and or exceed the new Mathematics Standards (TEKS)

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Goal 1: Students will exceed state and national standards in all subject areas.

Performance Objective 1: Ninety percent of students will exceed local, state and national standards in the content areas by 2016 as measured by performance on STAAR

Summative Evaluation: a) Each year the percentage of students performing at Level II (final) on STAAR will increase by 5 percentage points in each subject area. b) Each year the percentage of students performing at Level III on STAAR will increase by 5 percentage points in each subject area. c) By 2015, the district will receive an Index 1 score of 84 or higher.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide professional learning opportunities, support, resources, and technology tools to utilize identified structures and strategies in classroom instruction	2, 3, 4, 10	Principal & Assistant Principal	Improved Tier I instruction as indicated through campus walk-throughs and formal observation. Also, campus, district and state assessment results.				
Funding Sources: 211 - Title I - \$15000.00							
2) Utilize Forethought--resources, clarifying documents, assessment items when planning exemplar lessons to increase the effectiveness of Tier I classroom instruction		Principal, Assistant Principal, Math Coach & Reading Coaches	Improved Tier I instruction as indicated through campus walk-throughs and formal observation. Also, campus, district and state assessment results, as well as, Forethought data and monitoring by campus administrators.				
3) Utilize district and campus assessment data to make informed curricular and instructional decisions for all students	1, 8, 9	Classroom Teachers, Special Education Teachers, PLCs--Grade Level and Vertical, Principal and Assistant Principal	Improved Tier I instruction as indicated through campus walk-throughs and formal observation. Also, campus, district and state assessment results. Use Star Math Screen, ORFs DRAs,, IStation Assessments, Running records, CBAs and other assessments to gauge student academic progress.				
4) Provide district professional learning and resources to equip ACFT for systematic implementation of the PLC process	2, 3, 4, 8, 9	Principal & Assistant Principal	Improved functioning of PLCs as indicated by increased collaboration in planning and implementation of instruction at higher levels as evidenced through student assessments and standards-based student products.				
5) Create multiple times weekly for PLC work and extra PLC time on the district provided Art days for teachers to collaborate on how to better meet the needs of all ACFT students. Also, create 5 half-day PLC dates (1 per 6 weeks minus the 1st six weeks) for six weeks planning map with Math and Reading Coaches present.	2, 8, 9	Principal, Assistant Principal, Math Coach, Reading Coach & Team Leaders	Improved functioning of PLCs as indicated by increased collaboration in planning and implementation of instruction at higher levels as evidenced through student assessments and standards-based student products.				

6) Teachers and administrators will begin to develop continuous improvement model for use at the campus, PLC, and classroom level	2, 4, 8, 9	Principal, Assistant Principal, Teachers & Students	Improved Tier I instruction as indicated through campus walk-throughs and formal observation. Also, campus, district and state assessment results. Students and teachers will be able to express clearly their goals and how they are working to achieve these goals.				
7) Utilize Math and Reading Coaches to enhance classroom Tier I instruction in all grade levels.	3, 4, 5, 7	Principal, Assistant Principal, Math Coach & Reading Coaches	Improved Tier I instruction as indicated through campus walk-throughs and formal observation. Campus, district and state assessment results will be used as well.				
8) Teachers will utilize the many resources provided by the district to increase student academic achievement such as StemScopes, Eduphoria (all parts), Edusmart, Think Through Math, IStation, technological devices, Mentoring Minds, etc. Teachers will also utilize campus purchased downloads such as Reading A-Z, Brain Pop, etc.	2, 9, 10	Principal, Assistant Principal, Teachers, Interventionists, Math Coach & Reading Coaches	Improved Tier I instruction as indicated through campus walk-throughs and formal observation. Campus, district and state assessment results will be used as well.				
Funding Sources: 211 - Title I - \$10000.00, 199 - General Funds: SCE - \$3600.00							
9) Conduct ARDS for students in our attendance zone transitioning from Early Childhood Intervention into the public school system and assist students currently in PK when transitioning into ACFT's kindergarten program	7	Diagnostician, Speech Therapist, SELF Teacher, Principal, Kindergarten Teachers, Counselor	All students new to the SELF program, speech therapy, or kindergarten will know exactly what to expect and all services will be provided on the first day school begins as evidenced by ARD meeting minutes, attendance at Meet the Teacher event, and documentation of services received.				
10) Utilize Norma Jackson framework for teaching Writing. Includes having Norma Jackson come to ACFT for training and modeling how to score compositions by adhering to the Writing Rubric.	1, 2, 4, 8, 9	Principal, Teachers, Reading/Literacy Coaches	All teachers who teach Writing will be trained in the Norma Jackson 12 Stage Analytic Writing Rubric.				
Funding Sources: 211 - Title I - \$4000.00							
11) Teachers take advantage of professional development opportunities to learn more about the new Math TEKS and how to best provide instruction to all students at ACFT. Professional development opportunities include, but are not limited to, campus/district training, CAMT, and Bea Luchin.	3, 4, 9	Principal, Assistant Principal, Team Leaders, Teachers, Math Coaches, Math Interventionist, District Math Coordinator	Improved Tier I instruction as indicated through campus walk-throughs and formal observation. Campus, district and state assessment results will be used as well. Also, records of teachers who attend or present at various Math professional development opportunities.				
Funding Sources: 211 - Title I - \$3000.00							
12) All teachers will be familiar with and utilize Birdville ISD's Learning Platform when planning for student success. Teachers will also be familiar with Birdville ISD's Strategic Plan.	2, 8, 9	Teachers, Principal, Assistant Principal, Math Coach & Reading Coaches	Increased understanding of the Learning Platform and Strategic Plan and all of their components which will result in better lesson planning, instruction and increased achievement for all students as evidenced by formal and informal assessments throughout the year.				
13) All classroom teachers will be familiar with the rubric Establishing Expectation for Learning and determine where their team is currently and then develop strategies to move to the next level in each of the areas on the rubric.		Principal, Assistant Principal, Team Leaders, Teachers, Math Coach & Reading Coaches	Each grade level will know exactly where they were at the beginning of the year and each grade level should move up at least one level based on consistently accomplishing the expectations for the next level on the rubric.				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Students will exceed state and national standards in all subject areas.

Performance Objective 2: By the end of the 2016 school year, 90% of students in grades K-8 will perform at Tier 1 level in reading, writing, and math.

Summative Evaluation: a) By the end of the 2015 school year, 65% of students in grades K-8 will achieve ISIP scores at Tier 1. b) By the end of the 2015 school year, 65% of students in grades K-8 will achieve STAR Math scores at Tier 1. c) By the end of the 2016 school year, the number of students eligible for special education services will be at or below the state average.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Classroom teachers and interventionist will utilize the RtI Handbook and follow the guidelines with regards to resources, time requirements, structures, and strategies as closely as possible to decrease the number of students on Tiers II & III in math and reading in all grade levels.	2, 8, 9	Principal, Assistant Principal/RtI Coordinator, Teachers & Interventionists	Increased number of students on Tier I in math and reading in all grade levels as evidenced by ISIP, STAR, and district & state assessment results.				
2) Create a schedule that allows for maximum instructional time for all students and allows adequate time for RtI and PLCs	2, 9	Principal, Assistant Principal	Increased use of instructional time and time to implement intervention for students in need as measured by the number of students receiving extra assistance therefore resulting in fewer student on Tiers II & III.				
3) Increase the number of people who are able to deliver Tier II & III instruction.	2, 3, 4, 8, 9	Principal, Assistant Principal, Interventionists, & Tutors	More students will receive assistance as evidence by time spent with Tier II & III students.				
Funding Sources: 211 - Title I - \$149500.00							
4) Increase inclusion time for all students by allowing special education teacher to work along side classroom teachers to accommodate for students with special needs--this also includes assistance by special education EAs in the classrooms therefore limiting the amount of time students are pulled from the regular classroom	2, 9	Principal, Assistant Principal, Diagnostician, Special Education Teachers & District Level Special Services personnel	Increased number of students with special needs passing the district and state with assessments in all areas.				
5) Provide professional learning opportunities for teachers of ELL students so they will have a better understanding of how to best meet the needs of these students in the classroom setting	2, 4, 9	Principal, Assistant Principal, Counselor	Improved instruction for ELL students in all classes as evidence through walk-throughs, lesson planning & implementation, and increase in achievement in all core subjects.				
Funding Sources: 211 - Title I - \$1500.00							

6) Involve students, parents and community members in the ASPIRE program, including academic enrichment and assistance for qualifying students. Also increase the number of parents participating in PTA/School-sponsored events.	2, 6, 9, 10	ASPIRE Coordinator, Principal, Assistant Principal, Teachers, PTA Executive Board Members	Increase in student achievement for students participating in ASPIRE as evidenced by campus, district, and state assessments, including ASPIRE data. As well as increased attendance for students participating in ASPIRE.				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Students will exceed state and national standards in all subject areas.

Performance Objective 3: All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.

Summative Evaluation: All teachers and paraprofessionals are considered highly qualified as evidenced by the policies and procedures followed by our Department of Human Resources before, during and after the hiring process of teachers and paraprofessionals.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) District will conduct recruitment activities to ensure highly qualified personnel in all positions	5	Human Resources	All campus instructional personnel are highly qualified as evidenced by the credentials and HR interview procedures.				
2) Establish an effective teacher mentoring system in order to retain highly qualified staff	4, 5	C & I Director, Reading Coaches, Math Coach, Principal, Assistant Principal, Team Leaders, & New Teacher Grade Level Buddies	New teachers are successful in their first year as evidenced by students meeting academic goals, collaboration in PLCs, signing a contract for the following year, and average or above average appraisal results in all areas.				
3) Communication with Department of Human Resources regarding highly qualified teachers and paraprofessionals	3, 5	Principal & Human Resources	All instructional personnel and paraprofessionals are highly qualified as evidenced by their credentials and HR interview procedures.				
4) Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification, coursework, and TExES assessment in order to assure all staff members are highly qualified in all areas	3, 4, 5	Principal, Human Resources, Advanced Academic Interventionist & Counselor	All instructional personnel have obtained ESL certification, G/T hours, and other content/grade specific training by the end of the school year.				
5) Communicate with Department of Human Resources regarding paraprofessionals' files to ensure all are highly qualified		Principal, Assistant Principal & Human Resources	All educational assistants are determined to be highly qualified before being hired at ACFT.				
6) Ensure all teachers receive high-quality, research-based professional learning opportunities	4, 5	Principal, Assistant Principal & C & I Department	All teachers have multiple opportunities throughout the year to attend high-quality research-based professional learning opportunities as evidenced through their Workshop portfolio on Eduphoria.				
Funding Sources: 211 - Title I - \$1500.00							

7) Provide strategies to attract highly qualified teachers	3, 5	Principals & Human Resources	All teachers are highly qualified as evidenced through their personnel files, Eduphoria, and the HR recruitment process. We also provide professional development opportunities to attract HQ teachers as well as special programs such as the 2-Way Dual Language program.				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: All classrooms and schools will be safe, secure and nurturing places for students, staff and parents.

Performance Objective 1: Ninety-five percent of staff and students will report that classrooms and schools are safe, secure, and nurturing places for increased learning and productivity.

Summative Evaluation: a) By 2016 the average student attendance will be 97%. b) By 2016 the average staff attendance will be 97%. c) Each year there will be a 5% reduction in the number of discipline referrals over the previous year.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize security system during school hours--front door camera and buzz in system and Raptor for all visitors	9	Office Staff, Principal, Assistant Principal, Student Services	Improved campus safety as evidence by positive safety audits perform throughout the year.				
2) Complete the Organizational Health Instrument, review the results, and work with the staff to improve the campus' overall organizational health		C * & I Associate Superintendent, Principal, Assistant Principal, Leader of Learners Team, Campus Professionals & Paraprofessionals	Improved overall organizational health as evidenced by increase in the following years OHI results.				
3) Implement Community of Respect Everywhere and Second Step Lessons; Student of Virtue selected from each class each six weeks that best represents the CORE Value for that six weeks time period and recognized in the Awards Assemblies		Counselor, classroom Teachers, Principal & Assistant Principal	Fewer documented incidents of bullying and we will meet the 2015 Campus Performance Target of 54 discipline referrals or less				
4) All staff members will complete the Safe Schools online training modules and the district module		Principal & Human Resources	Increased compliance with viewing the safety video modules on time as evidenced by documentation of completion				
5) Attendance letters and phone calls to parent of students with excessive tardies and/or absences		Attendance Clerk, Classroom Teachers, Principal, Assistant Principal	Students will meet the 2015 Campus Performance Target for Attendance of 97.3%.				
6) Students with perfect attendance will be recognized at each Awards Assembly with a certificate and a pencil		Attendance Clerk, Classroom Teachers, Principal & Assistant Principal	Students will meet the 2015 Campus Performance Target for Attendance of 97.3%.				
Funding Sources: 199 - General Funds - \$500.00							
7) Provide various incentives to staff members with perfect attendance each six weeks as well as recognize them during each Awards Assembly		Secretary, Principal & Assistant Principal	Staff attendance will meet the 2015 Campus Performance Target of 96.4%.				
Funding Sources: 199 - General Funds - \$500.00							

8) Teachers receive training (or review) on Go Noodle then implement with students; PE teachers consistently integrate Health into their PE lessons		PE Teachers, Principal, Assistant Principal, Classroom Teachers	Teachers will complete training on Go Noodle increasing the students' awareness of health in the classroom and in PE as evidence by PE teachers' lesson plans.				
9) Implement CHAMPS as our school-wide discipline plan along with procedures for common areas such as the hallway, cafeteria, playground, restrooms, etc. We will also continue CHAMPS training through the use of CDs at faculty meetings throughout the year. Expectations for students and staff booklets were provided for all students and staff so everyone understands and follows the same behavioral expectations during the school day.	2, 10	All Staff Members	Meet the 2015 Campus Performance of 54 discipline referrals or less				
10) Communicate the importance of school attendance, academic achievement, and parental/community involvement through conferences, family events, PTA meetings, and ASPIRE.	6, 10	All Staff Members, PTA & ASPIRE Coordinator	Increase in student attendance to at least 97.3%, increase in student achievement in all content areas, and increase family involvement as evidenced through participation in campus events				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Staff will implement systemic and systematic improvement practices in all departments and on all campuses.

Performance Objective 1: Ninety-five percent of all methods/actions delineated in the district and campus plans will be completed.

Summative Evaluation: At the end of the 2014-15 school year, 90% of actions listed in annual campus plans will be completed.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Monitor and adjust the Campus Improvement Plan throughout the year to assure accuracy in implementation and documentation	2	Principal, Shared Decision Making Committee, Leader of Learner Team	Obtain accurate information regarding implementation and documentation to demonstrate which strategies are most effective in increasing student achievement as evidenced through state, district, and campus data				
2) Staff members will work to merge PLCs and Continuous Improvement tools to create a strong instructional/learning system that meets the needs of all students		All Staff Members	Increased use of continuous improvement tools in PLCs, classrooms, and by students as demonstrated through products and increased student achievement at all levels				
3) Conduct an annual review of the number of targets met and completion of strategies indicated in our campus improvement plan		Principal, Shared Decision Making Committee, Leader of Learner Team, All Teachers	Achievement of campus goals as determined by the number of targets attained				
							

State Compensatory

Personnel for Academy at C. F. Thomas:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beverly Ellis	Reading Intervetionist	Reading	yes
Gayle Marshall	Math Interventionist	Math	no--.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gayle Marshall	Math Interventionist	Math	no--.5
Veronica Bustamante	Bilingual Reading Interventionist	Reading	yes

2014-2015 Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Sabrina Lindsey, Ph.D.	Principal
Administrator	Susan Nall	Assistant Principal
Business Representative	Eboni Garrett	ASPIRE Coordinator
Business Representative	Oscar Trevino	NRH Mayor/Oscar Trevino Construction
Classroom Teacher	Ricardo Alvarez	Kindergarten Teacher
Classroom Teacher	Veronica Bustamante	Reading Interventionist
Classroom Teacher	Bill Combs	2nd Grade Teacher
Classroom Teacher	Carly Howerton	1st Grade Teacher
Classroom Teacher	Chase Moen	5th Grade Teacher
Classroom Teacher	Sheila Seaborn	4th Grade Teacher
Classroom Teacher	Amelia Tomassi	3rd Grade Teacher
Classroom Teacher	Julia Waldie	Special Education Teacher
Community Representative	Jenny McDonald	Community Member
Community Representative	Tommy McIntire	Community Member
District-level Professional	Jaimie Smith	Instructional Officer for Elementary Instruction and Gifted/Talented
Non-classroom Professional	Joan Heffner	Counselor
Paraprofessional	Shelley Ezzell	Special Education Educational Assistant
Parent	Cheri Morris	Parent
Parent	Larry Nunley	Parent

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$500.00
2	1	7			\$500.00
Sub-Total					\$1,000.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$3,600.00
Sub-Total					\$3,600.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$15,000.00
1	1	8			\$10,000.00
1	1	10			\$4,000.00
1	1	11			\$3,000.00
1	2	3			\$149,500.00
1	2	5			\$1,500.00
1	3	6			\$1,500.00
Sub-Total					\$184,500.00
Grand Total					\$189,100.00

Addendums

Academy at Carrie F. Thomas Elementary Parental Involvement Policy

	Requirement	Timeline	Activity	Evaluation Measure(s)
6	Participation in parent involvement policy development	End of 1 st semester	Involve parents in policy development through... • Distribute at registration, inviting comments	• Campus policy • Written parent suggestions
6	Participation in decision making for Title I Program	All year	Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings	• SBDM • Agenda
6	Communicate program information to all parents	Fall PTA meeting	Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Folders for communication between parents and teachers • Remind 101 • Skyward Call-Out	• Calendar of parent activities and sign in sheet of participation. • Schedule of staff development.
		All year	3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data	• Parent Conferences • Letters to parents • State reports
		All year	4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English	• Notes home to parents

Academy at Carrie F. Thomas Elementary Parental Involvement Policy

		All Year	5. Curriculum	•Meet the Teacher/Curriculum Night • Parent Conferences • Grade level newsletters.
	Requirement	Timeline	Activity	Evaluation Measure(s)
6.	Shared responsibility for student achievement	Registration	Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in October. Revise for fall registration.	• Compacts • Surveys
6	Build capacities of all parents	All year	Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR, TELPAS) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. • English classes for Non English speaking parents • Parent Conferences • Parent Workshops (partner with ASPIRE)	• Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations • Skyward
6.	Build capacities of staff	Aug. to May	Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents	• Sign in sheets
10	Coordinate and integrate Title I parent program with other parent programs	Aug. to May	Coordinate parent involvement under Title I with Head Start, Even Start, Title III • ASPIRE • Information about other programs is sent home to parents to encourage participation.	• Parent training schedules • Session evaluations • Budget records

Academy at Carrie F. Thomas Elementary Parental Involvement Policy

7	<p>Ensure smooth transition for students and families into Kindergarten and from 5th grade to Middle School.</p>	<p>January March to Aug</p>	<p>Middle school and elementary counselors arrange school visit for 5th graders in December; the middle school conducts a summer camp for incoming 5th graders; all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. Provide early registration for incoming Kindergarten students; Meet the Teacher night;</p>	<ul style="list-style-type: none"> • Trip to middle school • Sign in sheets • Preregistered students for 6th grade • Pre-registered students • Sign in sheets •
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Academy at Carrie F. Thomas Elementary Parental Involvement Policy

OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act*, the Academy at Carrie F. Thomas has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

REQUEST FOR SUGGESTIONS

The staff at the Academy at Carrie F. Thomas Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Sabrina Lindsey at (817) 547-3000 or email her at sabrina.lindsey@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.