

**Birdville Independent School District**  
**Academy at C. F. Thomas**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Academy at Carrie Frances Thomas empowers learners to become responsible citizens and use their passions to reach goals and maximize their potential in person or online.

## Vision

We expect all student to grow academically, socially, behaviorally and become more culturally aware as they receive high-quality instruction from all teachers and staff members; success for all no matter what it takes!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

ACFT was built in the 1990's and serves students aged four to twelve in grades Pre-Kindergarten - Grade 5. The student body is made up of 538 students. Our student population: 15.89% of the students are African American, 50% Hispanic, 24.61% White, .39% American Indian, 2.91% Asian, .97% Pacific Islander, and 5.23% are two or more races. Class sizes tend to be close to the state average in almost every grade. 71.71% of the students are Economically Disadvantaged, and 42.25% are EL's. 14.15% are serviced in Special Education. Our student mobility rate is 19.3%.

The staff is made up of 62 people, of which, 40.7% are teachers, 5.6% professional support staff, 2% campus administrators, and 11% are educational aides. Our staff population include 31.4% of the staff are minority 12.3% are male, 87.7% are female, 66.7% have a bachelors degree, 33.3% have a masters degree, and the principal and assistant principal both have their doctoral degrees. The principal has been in the district for 30 years and has been at ACFT for 19 years as the campus principal. 22.1% of teachers have 1 to 5 years of experience, 20% of teachers have 6 to 10 years of experience, and 39.4% of teachers have 11 to 20 years. 18.5% of teachers have more than 20 years of experience. Data was obtained through the 2019-2020 Texas Academic Performance Report.

The school is surrounded by single-family homes, although, a large portion of students come to ACFT from the eight apartment complexes within our attendance zone.

### Demographics Strengths

The diversity in our community is viewed as a strength due to the opportunities students have to interact, appreciate, and learn alongside those who come from various cultural, ethnic, and religious backgrounds. Students learn tolerance and acceptance through cultural recognition nights, SEL lessons, and culturally/ethnically significant books among other programs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Communicating with parents who do not speak English continues to be an area of concern at ACFT. **Root Cause:** This is due to the growing number of languages spoken at ACFT.

# Student Learning

## Student Learning Summary

Texas Education Agency gave each school the label "Not Rated: Declared State of Disaster" for 2021. Regardless of our label, our school believes that the numbers of Tier II and Tier III students are still much higher than we prefer. Therefore, we are utilizing RtI intervention, ESSER Tutors for designated 4th and 5th grade students, implementing PLCs, and improving our Tier I instruction to combat this concern with the expectation that we will increase our Tier I student count. We also use PDSA//Data Folders/Continuous Improvement tools in the classroom to demonstrate progress and empower students to determine their own ways to obtain their goals.

## Student Learning Strengths

- Utilized Fountas & Pinnell Guided Reading and Shared Reading in the K-2 Classrooms and Fountas & Pinnell Guided Reading and Interactive Reading in 3-5 Classrooms to increase the number of students who made a year's worth of growth in Reading
- All Reading teachers have been trained in Fountas & Pinnell the Benchmark Assessment System to determine student growth accurately and with fidelity
- Restructured and enhanced leveled library access to promote use among teachers which benefits Tier 2 and Tier 3 students, as well as Tier 1 students
- Utilized academic coaches for planning, working with teachers in the classrooms, modeling lessons and for trainings
- PDSA for Continuous Improvement resulting in student data folders and teacher generated SMART goals for improvement in student academic success
- Utilizing ESSER and Title I Tutors for designated students who either didn't pass the STAAR last year or who are struggling with content in Math and Language Art Reading

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The majority of students are behind in their literacy skills as they were either learning online from home or in the face-to-face setting but participating in dual platform classroom setting in order to attempt to learn their Reading, Writing and Language Arts skills. **Root Cause:** COVID-19 pandemic made it very difficult to teach students effectively in a dual platform model.

**Problem Statement 2 (Prioritized):** The majority of our students are behind in their mathematics skills as they were either learning online from home or in the face-to-face setting but participating in dual platform classroom setting in order to attempt rigorous instruction. **Root Cause:** COVID-19 pandemic made it very difficult to teach students effectively in a dual platform model.

# School Processes & Programs

## School Processes & Programs Summary

ACFT teachers use a variety of assessments to determine student levels of achievement and necessary intervention for success. The district provides and recommends various resources for evaluation. Teachers use mClass, Istation, STAR Math, Fountas and Pinnell, Education Galaxy, LLI and STEMscopes, as well as, Common Formative Assessments and Curriculum Based Assessments through the district. We will also be using Brain Pop and other material for summative and formative assessments purchased through Title I funds. The results are organized in AWARE and Success Ed according to the standard tested, and teachers use this summative data along with formative data to diagnose the academic needs of each individual student. Goals for the campus are based on school-wide data and district initiatives. The Leaders of Learners team and other campus-improvement committees meet regularly to review and revise goals, as well as, the entire campus to work on the Campus Needs Assessment through analyzing data, conducting surveys, and gathering input from stakeholders. Campus goals and progress are shared through Monday staff meetings, vertical team meetings, PLCs, and teacher data bulletin boards, etc. Technology is utilized by teachers in the classroom daily. All students have their own 1-to-1 Chromebook checked out to them for daily use and testing in the classroom. All classes are face-to-face while offering information and some videos through Canvas instead of the hybrid (dual platform) utilized last school year.

We have a Dual Language program in all grade levels PK - 5. The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 ACFT Elementary School met the target with a TELPAS progress rate of **57%**. In 2020-2021 ACFT Elementary School again met the target with a TELPAS progress rate of **52%**. In comparing the progress rate from 2019 and 2021, ACFT demonstrated a **5% point decrease** in student's English Language Proficiency Status.

We have three self-contained special education programs on campus--ACCESS, which meets the needs of our most academically and physically challenged students and two AABLE classes (primary and intermediate levels) whose students are less academically challenged than our ACCESS students but are unable to fully be successful in a general education classroom with minimal support.

Our campus is utilizing Capturing Kids' Hearts program in order to improve student behavior, improve relationships between students and staff, and to increase student attendance. We are also utilizing Class Dojo campus-wide to improve student behavior, communication between school and home, and to increase attendance. We lost our ASPIRE program this year but did bring in Kidsville Inc. to provide afterschool care to students who need it. While it is not the ASPIRE program we are use to having that served so many of our students, it will care for students and help with their homework. We will also be implementing the Sanford Harmony program for student social and emotional learning through multiple lessons weekly typically done during class morning meetings on Fridays.

Staff surveys were completed last year so we could gather more information regarding the input of staff members about the our school processes and programs. Some of the results were:

- Strengths: Utilizing Capturing Kids Hearts and CHAMPS; utilizing the technology in a more efficient and productive manner to engage, enrich and enhance learning for all students; and determining what types of professional learning our campus needs by developing a survey for teachers dedicated to establishing the best use of our time in PLCs and other campus-based professional learning opportunities.
- Areas to improve: Using our PLC time more effectively by analyzing data and through professional learning opportunities based on the PLC survey results.
- Campus Priorities Regarding Perceptions: More effective use of PLC time to enhance instruction and to inform through the analyzing of student, campus and district data.

## School Processes & Programs Strengths

Technology is available for teachers to use in the classroom--classroom Chromebooks, Teacher Chromebooks (they will be receiving new laptops with a Microsoft system within the next few months), SMART Interactive Flat Panels and document cameras.

We have a wide variety of assessments to choose from which ensures an accurate portrayal of student achievement.

Teachers are given the freedom to differentiate appropriately for the students in their class.

Students are back face-to-face in the classrooms this year which is great for their learning and for the teachers to consistently provide rigorous high-level instruction.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The ACFT staff feels that PLC time could be used more effectively. **Root Cause:** Our PLC meetings do not always provide the professional learning that is applicable to all classroom teachers and we do not have specific protocols in place for analyzing student data to guide our instruction.

# Perceptions

## Perceptions Summary

The teachers and staff at ACFT have improved and varied their methods of communication to and from home as there is limited parental involvement. ClassDojo, Twitter, email, Peachjar, Black Board, Canvas, Skyward, handouts, and other popular and familiar methods of communications have been utilized. Many of the written announcements sent home are translated into multiple languages in order to accommodate our diverse populations of parents and guardians. Parent-teacher meetings are also offered at a minimum of twice a year, and some teachers choose to have more depending on need. Local organizations help support the students' education by donating supplies and other items for our students. A number of safety procedures are in place to help prevent injuries and accidents from occurring while on campus. Campus walk-throughs are conducted by the assistant principal and head custodian each week, fire drills are conducted regularly, severe weather drills are conducted regularly, crisis teams are put in place, many staff members are also CPR, CPI, and AED certified. Response to Safety and Security Quarterly audits show that ACFT has effective safety and security plans in place.

Student, Staff and Parent surveys were completed this year so we could gather more information regarding the perceptions of staff members about the school culture and climate. Some of the results were:

- Some Results From the Student Survey: Most students (77.64%) feel safe at school while others (20.50%) reported sometimes feeling safe and a small number (1.89%) not feeling safe at school. Most students (81.06) feel that teachers and staff members listen to them while some 15.53% sometimes feel listened to and a few (3.42%) didn't feel listened to by teachers or staff members. Most students (90.99%) feel that teachers/staff members are proud of students when they do well and several (8.07%) sometimes feel teachers/staff members are proud when they do well and only (0.93%) answered no to this question on the survey.
- Some Results From the Parent Survey: While only a small portion of our parents participated (147 in total) their information was valued and important as we look to improve. Most parents (91.16%) felt their child was safe at school while some (7.48%) neither agreed nor disagreed and only 2 parents (1.36%) felt their child was not safe at school. Most parents (83.67%) indicated that the learning environment at ACFT was excellent, some (12.93%) neither agreed or disagreed and a few (3.40%) disagreed that the learning environment at ACFT was excellent. Most parents (87.07%) agreed that the school staff encourages students to respect each other's differences such as gender, race/ethnicity, cultures, etc. while the rest neither agreed or disagreed--nobody disagreed on this question.
- Some Results From the Staff Survey: Most staff members (97.50%) agreed that they felt safe on school property with nobody disagreeing and only one staff member (2.5%) neither agreeing or disagreeing. Most staff members (85.00%) looked forward to coming to work every day and several (15.00%) neither agreed or disagreed. The majority of staff members (90%) agree that staff members build strong relationships with our students, only 4 staff members (10.00%) neither agreed or disagreed and no staff members disagreed.

According to online sources such as Facebook and Realtor websites our school has 4 to 5 star reviews on community feedback. Staff engagement has increased through staff involvement in our Actions to Improve Morale (AIM) Committee.

## Perceptions Strengths

The front office regularly reports that parents often provide positive feedback about their child's educational experience and the overall culture at ACFT. They often express positive regard for teachers and campus staff. ACFT alumni continue to visit their teachers and seek out opportunities to volunteer for various events the school hosts. Overall, positive disciplinary practices have resulted in minimal behavioral issues although we had several students that frequently caused distractions in the classrooms and they were each worked with on an individual basis by meeting their specific needs through classroom intervention, 504 or special education placement. ACFT only had 2 students sent to DAEP during the 2019-2020 school year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The perception of parents at ACFT is that only 72.11% feel like they are a part of the school as determined by a parent survey sent out in April, 2021. **Root Cause:** Due to the students not returning to school after Spring Break of 2019-2020 and being taught through dual platform teaching with restricted parental involvement activities because of COVID during 2020-2021 school year, our parents have only had limited opportunities to become involved in school activities in such a way as to build relationships with staff and other families at ACFT.

# Priority Problem Statements

**Problem Statement 1:** The majority of students are behind in their literacy skills as they were either learning online from home or in the face-to-face setting but participating in dual platform classroom setting in order to attempt to learn their Reading, Writing and Language Arts skills.

**Root Cause 1:** COVID-19 pandemic made it very difficult to teach students effectively in a dual platform model.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** The majority of our students are behind in their mathematics skills as they were either learning online from home or in the face-to-face setting but participating in dual platform classroom setting in order to attempt rigorous instruction.

**Root Cause 2:** COVID-19 pandemic made it very difficult to teach students effectively in a dual platform model.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The perception of parents at ACFT is that only 72.11% feel like they are a part of the school as determined by a parent survey sent out in April, 2021.

**Root Cause 3:** Due to the students not returning to school after Spring Break of 2019-2020 and being taught through dual platform teaching with restricted parental involvement activities because of COVID during 2020-2021 school year, our parents have only had limited opportunities to become involved in school activities in such a way as to build relationships with staff and other families at ACFT.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Communicating with parents who do not speak English continues to be an area of concern at ACFT.

**Root Cause 4:** This is due to the growing number of languages spoken at ACFT.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** The ACFT staff feels that PLC time could be used more effectively.

**Root Cause 5:** Our PLC meetings do not always provide the professional learning that is applicable to all classroom teachers and we do not have specific protocols in place for analyzing student data to guide our instruction.

**Problem Statement 5 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

## Employee Data

- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Support Systems and Other Data**

- Communications data

# 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 math literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd grade will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in math.

b) All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.

## **HB3 Goal**

**Evaluation Data Sources:** Campus Common Assessments, CBAs, STMath, Education Galaxy, Numeracy Assessment, CLI Engage--Circle (prekindergarten), math TEA Interims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will show growth and demonstrate increase at the meets and masters performance levels. All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.</p> <p><b>Actions:</b> A) Utilize Math interventionist and Title I Tutors for all Tier 3 students and some Tier 2 students; utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning</p> <p>B) Utilize the UPSCheck process with fidelity across all grade levels</p> <p>C) Building strong number sense through the visualization of numbers and number talks</p> <p>D) Utilize Math Workshop model in all grade levels</p> <p>E) Use Go Math as a resource</p> <p>F) Utilize Academic Coach for training and working with teachers in the classroom</p> <p>G) Utilize Education Galaxy and/or STMath campus-wide and encourage use outside of school day</p> <p>H) Integrate technology into all content areas to assist with the successful implementation of Tier I priorities and to enhance learning of all students</p> <p>I) Provide training to teachers to deliver strategies to increase student math performance at all levels through Faculty Meetings, PLC meetings, and use of Academic Coach</p> <p>J) All students will need to score a 70% or above on CFA to increase their achievement to be able to obtain meets or masters levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Academic Coaches Math Interventionist ESSER Tutors Title I Tutors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$75,000, Tutors - ESSER - \$32,124, Intervention Personnel - 199 - General Funds: SCE, Tutors - 211 - Title I - \$61,223</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** All students will make at least one year's growth in reading literacy and writing between the beginning and end of year.

a) In addition, all students in grade prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and language arts.

b) All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.

**HB3 Goal**

**Evaluation Data Sources:** Fountas and Pinnell Benchmark Assessment System, Running Records, Campus Common Assessments, CBAs, CLI--Engage--prekindergarten, iStation, reading TEA interims, mClass data (K-2), CLI Engage--CIRCLE assessments (prekindergarten), TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Guided Reading with fidelity in every classroom through the Reading Workshop Model. Implement Fountas &amp; Pinnell and Benchmark resources in every K-5 classroom with fidelity.</p> <p><b>Actions:</b> A) Conduct mini lesson that incorporate the signposts during instruction.</p> <p>B) Utilize Fountas and Pinnell/Benchmark for shared reading/interactive read alouds and guided reading in all K-5 classrooms; and utilize Fountas and Pinnell/Benchmark Phonics/Syllables Word Study K-5. Prekindergarten will use the CIRCLE curriculum to develop basic literacy and writing skills.</p> <p>C) Utilize Comprehension tool kit in the classrooms.</p> <p>D) Utilize Leveled Literacy intervention kits for Tier II and III students.</p> <p>E) Follow district framework for reading workshop.</p> <p>F) Monitor progress using mClass, IStation, running records, CFA, etc.</p> <p>G) Use campus resources such as The Reading Strategies Book, That Workshop Book, The Reading Continuum, The Next Step Forward in Guided Reading, etc.</p> <p>H) Assess student progress BOY (if necessary), MOY and EOY in Reading using the Fountas and Pinnell BAS K-5.</p> <p>I) Utilize Academic Coaches for training, modeling lessons, planning, etc.</p> <p>J) Integrate technology into all content areas to assist with the successful implementation of Tier I priorities and to enhance learning of all students.</p> <p>K) Hold a Literacy Night and World Read Aloud Day.</p> <p>L) Provide rigorous literacy instruction using district and campus resources for all prekindergarten - 5th</p>	Formative			Summative
	Nov	Jan	Mar	June

grade students. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning

M) All students will need to score a 70% or above on CFA to increase their achievement to be able to obtain meets or masters

N) TELPAS, taken by our EL students, will increase by at least 5% over 2021's progress rate of 52%

**Staff Responsible for Monitoring:** Teachers

Bilingual Teachers

Administrators

Academic Coaches

Reading

ESSER Tutors

Title I Tutors

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math

**Funding Sources:** Tutors - 211 - Title I, ESSER Tutors - ESSER, Intervention Personnel - 199 - General Funds: SCE

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a vertically aligned Writer's Workshop model using Norma Jackson's Rubric and Jeff Anderson strategies to address student needs in the area of writing including not only idea formation but also conventions, revising and editing. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning.</p> <p><b>Actions:</b> A) Set student, campus and classroom goals for using Norma Jackson's Writing Rubric (ie. moving up one to two stages on the 12 point rubric)</p> <p>B) Perform a detailed data analysis of the 2021 Writing STAAR scores to evaluate strengths and weaknesses. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning.</p> <p>C) Utilize common formative assessments to guide instruction and determine student needs and strengths.</p> <p>D) Use Vertical Teams to to align tasks to standards to assure rigor and relevance of Writing Workshop.</p> <p>E) Utilize Jeff Anderson's Patterns of Power and other books as well as The Writing Strategies Book and other district resources.</p> <p>F) All students will write in each subject every day.</p> <p>G) Integrate technology to assist with the successful implementation of Tier I priorities and to enhance learning of all students.</p> <p>H) Provide a Family Event where the families learn the Writing Process as the families plan, write, edit and publish a family book.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Academic Coaches ESSER Tutors Title I Tutors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the reading academy and coaching model established by TEA based on the HB3 requirements.</p> <p><b>Actions:</b> A) All second, third, AABLE and ACCESS teachers and both the principal &amp; assistant principal will participate in the TEA Reading Academy during the 2021-2022 school year.</p> <p>B) All Reading Academy participants will implement what they learn in the TEA Reading Academy in their classroom reading instruction.</p> <p>C) The principal and assistant principal will ensure all Reading Academy participants are implementing what has been taught in the TEA Reading Academy with their students in each of the classrooms.</p> <p>D) The Reading Academy Coaches will work with our Reading Academy participants to ensure the fidelity of what is being taught based on new learning through the TEA Reading Academy.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Academy Coaches Principal Assistant Principal Second Grade Teachers Third Grade Teachers AABLE Teachers ACCESS Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</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 3:** All students will receive Science instruction that includes both process skills and content through hands-on classroom investigations in accordance with the district recommendations--80% K-1, 60% 2-3, and 50% 4-5.

**Evaluation Data Sources:** Teachers will track their time spent on hands-on activities .  
Teachers will include this in their lesson plans.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Include intentional hands-on/lab section in lesson plans.</p> <p><b>Actions:</b> A) Follow the 5E method.</p> <p>B) Use StemScopes for lab ideas and lab guide.</p> <p>C) Incorporate AIMS lessons into instruction.</p> <p>D) Science Vertical Team will work together on key vocabulary, lessons and labs for each grade level to ensure all instructional material is covered each year prior to 5th grade except for what is supposed to be covered in 5th grade Science.</p> <p>E) Integrate technology into all content areas to enhance learning of all students.</p> <p>F) Hold a Science Night for students and their families as well as the community to participate.</p> <p>G) Send 4th and 5th grade teachers, Administrator and our Instructional Coach to the CAST conference in November.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p> <p><b>Funding Sources:</b> Purchase necessary items for Science materials - 211 - Title I - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 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 4:** All students will increase their content knowledge through Social Studies instruction focused on Tier 1 priorities such as: vocabulary. Students will score 10% higher than last year when averaged on the CBA.

**Evaluation Data Sources:** CBA's and classroom assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will integrate Social Studies instruction into Reading Language Arts daily lessons.</p> <p><b>Actions:</b> A) Use more historical non-fiction that aligns with social studies standards according to grade-level.</p> <p>B) Grade-level and content appropriate strategies to address social studies content during Reading.</p> <p>C) Refer to content coordinators and academic coaches for integration ideas.</p> <p>D) Plan vertically and horizontally.</p> <p>E) Use Frayer models and other research-based strategies such as Marzano and Interactive Read Alouds to aid in comprehending SS content.</p> <p>F) Integrate technology into all content areas to enhance the learning of all students.</p> <p>G) Integrate Language Arts into Social Studies each day Quick Writes, journal writing, open-ended assessment questions and other writing methods.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Academic Coaches Bilingual Coaches Literacy Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
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 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:** Implement and monitor two full day prekindergarten programs for bilingual/nonbilingual four year olds that qualify.

**HB3 Goal**

**Evaluation Data Sources:** Enrollment numbers, CLI--Engage, Walk-Throughs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement two full day prekindergarten programs for our 4 year old bilingual/nonbilingual students that qualify.</p> <p><b>Actions:</b> A) Employ prekindergarten teachers that are certified to teach prekindergarten.</p> <p>B) Employ prekindergarten educational assistants to maintain a ratio of 1 to 11 in the full day prekindergarten classroom of not less than one certified teacher and one educational assistant for every 22 students per TEA.</p> <p>C) Ensure the teacher completes the 30 hours of professional development relevant to early childhood annually until 150 hours are completed based on the district professional development plan.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Prekindergarten Teachers Prekindergarten Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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 overall attendance by 1.7% to achieve Quartile 1 recognition through the state accountability system.

**Evaluation Data Sources:** Attendance reports from state  
District attendance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus program that incorporates incentives and relationship-building to increase student attendance.</p> <p><b>Actions:</b> A) Award Timely Tiger to classes with fewest tardies for all students.</p> <p>B) Award students with Perfect Attendance Award during Student Award Celebrations each six weeks.</p> <p>C) Implement Capturing Kids Hearts strategies to increase intrinsic motivation to attend class.</p> <p>D) Communicating on ClassDojo, social media, flyers, Peach Jar, etc. to increase motivation to attend school each day.</p> <p>F) Conference with parents by phone, Zoom and in person to encourage increased attendance; determine how the school can help with attendance issues, if possible.</p> <p>G) Develop and distribute a Family and Parent Engagement Policy.</p> <p>H) Utilize the weekly attendance reports for our school provided by the district to look for patterns of absences and to help us monitor absences.</p> <p>I) Utilize the truancy officer for those students who have extreme attendance issues.</p> <p><b>Staff Responsible for Monitoring:</b> All staff Principal Assistant Principal Attendance Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$1,817</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<p style="text-align: center;">  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:** Reduce the amount of time students with behavioral/social-emotional concerns are removed from the regular classroom.

**Evaluation Data Sources:** Annual report of Disciplinary Incidents

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the district-wide Behavioral Rtl Program.  Train all staff members in Capturing Kids' Hearts and implement with fidelity campus-wide.	Formative			Summative
	Nov	Jan	Mar	June

Continue to use CHAMPS campus-wide.

Develop classroom behavior management plans aligned with CHAMPS and Capturing Kids' Hearts.

Implement Sanford Harmony SEL program in every classroom once per week.

**Actions:** A) Train staff to implement the Behavioral Rtl Plan

B) Make sure all staff members have been trained in Capturing Kids' Hearts and continue with follow up/further training for Capturing Kids' Hearts for administrators.

C) Make sure all classroom have a Respect/Social Contract hung in every room/hall created by the class and referred to frequently.

D) Utilize all parts of Capturing Kids' Hearts with fidelity in each classroom--signals, Good Things, Launch, 4 Questions, Building Relationships, etc.

E) Utilize CHAMPS in the classrooms and in all common areas including the lunchroom and hallways-- example: Level 0 Voice Level in the hallways.

F) Use Class Dojo, mindfulness practices, and other recommended classroom management strategies.

G) Use Sanford Harmony SEL program in every classroom one time per week as indicated by the district.

H) Utilize district regular/special education Behavioral Interventionists to assist with student issues and provide training to de-escalate problem behavior in the classroom.

**Staff Responsible for Monitoring:** Administrators

Teachers

Counselor

All Staff

Regular Education Behavioral Interventionist

Special Education Behavioral Interventionist

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Safety Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> LOL team will develop a Safety Survey for all students, staff and families twice at year to determine perception of safety at ACFT.</p> <p>Assistant principal will work closely with the head custodian regarding any safety concerns and complete quarterly response to Safety and Security Audit, as well as ensure all drills and safety trainings are completed.</p> <p><b>Actions:</b> A) Review data gleaned from Safety Surveys and make changes where possible to increase safety.</p> <p>B) Review quarterly responses to Safety and Security Audits.</p> <p>C) Monthly campus walks with assistant principal and head custodian to look specifically for any safety or security issues.</p> <p>D) Weekly administration and head custodian meetings to discuss campus safety and security issues.</p> <p>E) Report and safety or security issues immediately through the proper channels.</p> <p>F) Ensure all teachers are utilizing the appropriate PPE materials supplied by the district during the day such as wipes and sprays.</p> <p>G) Ensure teachers and students are able to wear their masks, should they choose, during each school day.</p> <p>H) Ensure proper hand-washing is occurring for all students and staff and that all students and staff are consistently utilizing the hand-sanitizer stations that are located all throughout the building.</p> <p>I) Ensure students and staff are maintaining social distancing as possible throughout the day.</p> <p>J) Ensure the COVID-19 Protocol is utilized should a student or staff member contract the illness.</p> <p>K) Ensure all teachers are aware of the new phone codes for safety purposes and all have received training.</p> <p><b>Staff Responsible for Monitoring:</b> LOL Team Administrators Teachers Head Custodian</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** Reduce the number of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of works days lost each year due to accidents occurring on the job by 10%.

**Evaluation Data Sources:** Quarterly review of workers' compensation program

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement district-wide safety program.</p> <p>Implement campus-wide healthy habits to increase overall health of all staff members.</p> <p><b>Actions:</b> A) Complete online safety videos and successfully pass all quizzes as shown with documentation on the district website.</p> <p>B) Train staff on campus safety procedures and policies as shown by handbook acknowledgement.</p> <p>C) Utilize step stools when in need of reaching higher items on shelves--no rolling chairs.</p> <p>D) Participate in campus-wide health initiatives--free flu shots, weight loss and exercise programs, 5 K walk/run with staff members, etc.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was completed by the entire staff based on TAPR, surveys, grades, universal screener results, attendance and behavior data compiled in March, April and May of 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Administrators: Sabrina Lindsey and Sara Muetzenberg

Teachers: Tatiana Castro, Tiffany Bingham, Robin Le, Mary Holmes, Bree Meninger, Sheila Seaborn-Huff, and Beth Shier

Other Campus and District Staff: Stefanie Flint

Community Members: Martha Strain, Tommy Martin

### **2.2: Regular monitoring and revision**

The 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**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and Spanish. The plan is also available through the district website in English, 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, 62.79% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing

5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based strategies such as:

- Whole Child Initiative
- Capturing Kids Hearts
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training
- Sanford Harmony SEL Program

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **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 school-wide incentive programs, individual and class recognition, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

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

Administrators: Sabrina Lindsey and Michelle Tolar

Teachers: All campus teachers and LOL Team

Other Campus and District Staff: Stefanie Flint

Site-Based Committee:

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and Spanish. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled on Tuesday evenings in order to accommodate parents' work schedules. The following family engagement activities are planned for 2021 - 2022:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher/Curriculum Night (drive through and online) on campus
- September Title I Meeting (Zoom, Canvas, and webpage) on campus
- September Book Fair (Tuesday-Friday during the school day) on campus
- October PTA Boogie Night
- February WRAD Event (Friday 8:30-3:15) on campus
- March Open House (Tuesday morning and Thursday evening) on campus
- March Discover Birdville Event (Saturday 9:00-12:00) at Birdville High School
- May ChorUS Special (Tuesday morning and evening) on campus
- May Family Engagement Policy and Compact Revision (Tuesday evening only) on campus

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gayle Marshall	Math Interventionist	Title I	.5
Veronica Bustamante	Reading Interventionist	Title I	1

# 2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Sabrina Lindsey	Principal
Classroom Teacher	Sarah Avakian	Kindergarten Teacher
Paraprofessional	Angela Peterson	PK EA
Non-classroom Professional	Nicole Bryan	Instructional Coach
Classroom Teacher	Elia Cockerham	AABLE 2 Teacher
Classroom Teacher	Riley Hamelwright	5th Grade Teacher
Classroom Teacher	Marta Rivera Martinez	3rd Grade DL Teacher
Classroom Teacher	Tiffany Bingham	Kindergarten Teacher
Classroom Teacher	Abigail Kinney	2nd Grade Teacher
Classroom Teacher	Rocio Montano	4th Grade Teacher
Community Representative	Tommy Martin	retired BISD teacher
Business Representative	Tommy McIntire	Randall Reeds Rad Rides Lincoln Dealership at Love Field
Administrator	Michelle Tolar	Assistant Principal
Parent	Catherine Harvey	ACFT Parent
Parent	Sarah Wilkinson	ACFT Parent
Classroom Teacher	Kelly Campbell	1st Grade Teacher

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Personnel		\$0.00
1	2	1	Intervention Personnel		\$0.00
1	4	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Personnel		\$75,000.00
1	1	1	Tutors		\$61,223.00
1	2	1	Tutors		\$0.00
1	3	1	Purchase necessary items for Science materials		\$5,000.00
2	1	1	Title I Family Engagement		\$1,817.00
<b>Sub-Total</b>					<b>\$143,040.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors		\$32,124.00
1	2	1	ESSER Tutors		\$0.00
1	2	2	ESSER Tutors		\$0.00
<b>Sub-Total</b>					<b>\$32,124.00</b>
<b>Grand Total</b>					<b>\$175,164.00</b>

# Addendums

**THE ACADEMY AT C.F. THOMAS ELEMENTARY**

**TITLE I, PART A PARENT AND FAMILY ENGAGEMENT**

**POLICY**

Pursuant to the Every Student Succeeds Act, the Academy at C.F. Thomas Elementary will:

1. Engage parents and families of participating children in a meaningful consultation to plan and implement programs, activities, and procedures for the involvement of parents in Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to, parents and families of participating children ACFT's written parent and family engagement policy. This policy will be incorporated into the district's plan for Title I, Part A.
3. Provide coordination, technical assistance, and other support for ACFT in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
4. Assist parents of children served by ACFT in understanding such topics as state academic standards and assessments, how to monitor a child's progress, and how to work with educators to improve their children's achievement.
5. Provide materials and training to help parents work with their children to improve achievement at ACFT.
6. With the assistance of parents, educate teachers, school leaders, and other personnel at ACFT in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
7. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs that encourage and support parents at ACFT.
8. Ensure that information related to ACFT and parent programs, meetings, and other activities are provided in an understandable and uniform format and in a language that parents can understand, to the extent practicable.
9. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the ACFT parent and family engagement policy in improving the academic quality of our school. ACFT will use the findings to design strategies for more effective parent and family engagement and to revise, if necessary, its parent and family engagement policies.

### ***Statement of Purpose***

The purpose of the ACFT Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. ACFT has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per Section 1116 of Public Law 114-95, the district will support ACFT in their efforts to build capacities of the school staffs, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

The original policy was drafted by the ACFT Parent Advisory Council (ACFTPAC), presented to a representative group of parents, edited, made available to all parents for further review and comment, and finalized with consideration of additional input from parents. Each year, the policy content and opportunities for parent involvement is evaluated and revised as needed.

### ***Goals***

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

### ***Annual meeting***

ACFT will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. Birdville ISD will support the efforts of ACFT by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. These same district resources will be available to campuses to support a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

### ***Parents' Right to Know***

ACFT will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

### ***Building Capacity for Parent-School Partnerships***

Through the ACFT's teachers and staff, we will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at ACFT, district meetings, PTA, and others

To foster better collaboration with parents, ACFT will also provide the following services to teachers and staff:

- Staff training regarding contributions parents make to their children's education
- Written translation services
- Communication tools and templates for promoting activities and services offered at ACFT
- Other support as needed to assist in planning and implementing effective parent and family engagement activities

### ***School-Parent Compacts***

ACFT will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the ACFT and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Among others, ACFT has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education

- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

### ***Parent Engagement Evaluation***

Each spring, ACFT will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the district and ACFT will review the existing family engagement policy and make revisions as necessary.

## **ACADEMY AT C.F THOMAS ELEMENTARY**

### **TÍTULO I, PARTE A POLÍTICA DE PARTICIPACIÓN DE LOS PADRES Y DE LA FAMILIA**

De conformidad con la Ley de éxito de todos los estudiantes, la Academia de C.F. Thomas Elementary (ACFT):

1. Involucrar a los padres y las familias de los niños participantes en una consulta significativa para planificar e implementar programas, actividades y procedimientos para la participación de los padres en ACFT.
2. Desarrolle conjuntamente, acuerde y distribuya a los padres y familias de los niños participantes la política escrita de compromiso de los padres y la familia de ACFT. Esta política será incorporada en el campus de ACFT.
3. Proporcionar coordinación, asistencia técnica y otro tipo de apoyo para planificar e implementar actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar.
4. Ayudar a los padres de niños atendidos por ACFT a comprender temas como los estándares y evaluaciones académicas estatales, cómo monitorear el progreso de un niño y cómo trabajar con educadores para mejorar el rendimiento de sus hijos.
5. Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento en ACFT.
6. Con la asistencia de los padres, eduque a los maestros, líderes escolares y otro personal de ACFT en el valor y la utilidad de las contribuciones de los padres, y en cómo comunicarse con ellos y trabajar con ellos como socios iguales, implementar y coordinar los programas para padres. , y construir lazos entre los padres y la escuela.
7. Coordinar e integrar programas y actividades de participación de padres con otros programas federales, estatales y locales que alienten y apoyen a los padres en ACFT.
8. Asegúrese de que la información relacionada con ACFT y los programas para padres, reuniones y otras actividades se proporcionen en un formato comprensible y uniforme y en un idioma que los padres puedan entender, en la medida de lo posible.
9. Llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la eficacia de la política de participación de padres y familias de Birdville ISD para mejorar la calidad académica de ACFT.

### ***Declaración de propósito***

El propósito de la Política de Compromiso de Padres y Familias de ACFT es promover una asociación de trabajo altamente efectiva entre las familias y el personal. ACFT ha adoptado la política para garantizar que brindemos a los padres y familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de sus hijos. Además, según la Sección 1116 de la Ley Pública 114-95, el distrito apoyará a su ACFT en sus esfuerzos para desarrollar las capacidades del personal de la escuela, así como las capacidades de los padres, las familias y los miembros de la comunidad, para trabajar juntos como socios iguales para tener éxito en mejorar el rendimiento para todos los estudiantes.

La política original fue redactada por el Consejo Asesor de Padres de ACFT (ACFTPAC), presentada a un grupo representativo de padres, editada, disponible para todos los padres para su posterior revisión y comentario, y finalizada con la consideración de aportes adicionales de los padres. Cada año, el contenido de la política y las oportunidades para la participación de los padres se evalúan y revisan según sea necesario.

### ***Metas***

- Las escuelas promueven la comunicación regular y bidireccional entre el hogar y la escuela.
- Los padres, las familias, los educadores y los miembros de la comunidad ayudan a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de sus hijos
- Las escuelas brindan un ambiente seguro y abierto para que los padres y las familias visiten la escuela a la que asisten sus hijos y alientan activamente el apoyo y la asistencia de los padres y la familia para los programas escolares.
- Las escuelas y el personal desarrollan y entregan información y capacitación oportunas a los padres, incluidas las clases de idiomas.
- Las escuelas responden a barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres y las familias que pueden limitar las oportunidades para participar plenamente en la educación de sus hijos.
- Los padres y las familias apoyan el aprendizaje de sus hijos en el hogar y en la escuela y sirven como defensores de sus hijos
- Las escuelas difunden información a los padres sobre todas las notificaciones requeridas del Título I

### ***Reunión anual***

ACFT llevará a cabo una reunión anual de padres para educar a los padres sobre los fondos del Título I y cómo se utilizará para apoyar el compromiso de los padres y la familia. Birdville ISD apoyará los esfuerzos de ACFT brindando presentaciones de PowerPoint, equipo de traducción

simultánea, herramientas de comunicación, traductores, cuidado de niños e impresión. Estos mismos recursos del distrito estarán disponibles para los campus para apoyar un número flexible de reuniones con los padres durante todo el año escolar. El objetivo principal de estas reuniones será establecer a los padres como socios iguales en el logro académico de sus hijos.

### ***El derecho de los padres a saber***

ACFT les proporcionará a los padres una notificación anual que describe el derecho de los padres a conocer las calificaciones profesionales de los maestros del aula que instruyen a sus hijos, así como a cualquier paraprofesional que preste servicios al niño.

### ***Creación de capacidad para asociaciones entre padres y la escuela***

- A través de los maestros y el personal de la escuela, ACFT proporcionará los siguientes servicios a los padres:
- Capacitación para los padres en la comprensión de la evaluación estatal y local de los estudiantes y los resultados de la evaluación
- Otras capacitaciones para padres basadas en necesidades y solicitudes identificadas
- Enlaces a recursos de agencias externas, según sea necesario
- Clases de habilidades para padres
- Clases de ESL
- Ayuda con la tarea
- Servicios de traducción para la tarea.
- Servicios de intérpretes para las evaluaciones de ARD, LPAC, PPCD, consejería, evaluaciones psicológicas, conferencias de maestros / directores con ACFT, reuniones de distrito, PTA y otros

Para fomentar una mejor colaboración con los padres, ACFT también proporcionará los siguientes servicios a maestros y personal:

- Capacitación del personal sobre las contribuciones que los padres hacen a la educación de sus hijos.
- Servicios de traducción escrita
- Herramientas y plantillas de comunicación para promover actividades y servicios ofrecidos en ACFT
- Otro apoyo, según sea necesario, para ayudar a planificar e implementar actividades efectivas de participación de padres y familias

### ***Pactos entre la escuela y los padres***

ACFT desarrollará y compartirá conjuntamente con los padres un acuerdo entre la escuela y los padres. El acuerdo entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la ACFT y sus familias a través de una comunicación periódica y significativa. Cada campus

emprenderá una revisión colaborativa anual de su contrato entre la escuela y los padres y hará las revisiones necesarias.

Entre otros, ACFT tiene la responsabilidad de:

- Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
- Utilice las secciones relevantes del pacto entre la escuela y los padres para guiar las conferencias de padres y maestros
- Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos
- Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades en el aula.
- Iniciar y responder a las comunicaciones de los padres.

Las responsabilidades de los padres para apoyar el aprendizaje de sus hijos incluyen:

- Asegurando la asistencia regular
- Participar en decisiones relacionadas con la educación de sus hijos.
- Supervisar el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
- Completar un formulario de registro de voluntarios en línea y ser voluntario en el campus, siempre que sea práctico
- Iniciación y respuesta a las comunicaciones escolares.
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### ***Evaluación de la participación de los padres***

Cada primavera, Birdville ISD y ACFT formarán un equipo, incluidos padres, maestros y miembros del personal del Título 1, para revisar el contenido y la eficacia de sus políticas y programas de participación familiar. La información de la evaluación se recuperará a través de las encuestas de padres que miden los niveles de participación familiar al identificar las barreras para la participación de los padres. Sobre la base de esta información y mediante un proceso de consulta colaborativa, el distrito y ACFT revisarán la política de participación familiar existente y realizarán las revisiones según sea necesario.