

Birdville Independent School District
Smithfield Elementary
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smithfield Elementary School serves approximately 530 students in grades PK-5th. Of those 530 students, 61% are White, 23% are Hispanic, 9% are African American, 2% are Asian and 4% are of two or more races. SES is a Title I campus which means that 43% of our students are economically disadvantaged. We have 31% of our students which are considered to be "At-Risk". 7% of our students are Limited English Proficient (LEP). 12% of our students receive special education services. 10% of our students are identified and served in the Gifted and Talented program. 100% of our staff members meet federal highly qualified requirements. Our student attendance was 96%.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019, Smithfield Elementary School met the target with a TELPAS progress rate of 61%. In 2020-2021 Smithfield Elementary School had a TELPAS progress rate of 35% and did not meet the progress rate. In comparing the progress rate from 2019 and 2021, Smithfield demonstrated a 26% point decrease in students' English Language Proficiency Status.

Demographics Strengths

Smithfield Elementary has some demographic strengths such as our enrollment has grown 15% over the last few years. Our mobility rate is at 12% which is below the district and state average. Birdville ISD has a long tradition of creating a family atmosphere for both employees and families served by the district. At Smithfield Elementary we have over 50% of our teachers and staff who either have students who attend BISD schools or are a BISD graduate themselves.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We did not meet our goal of 97% on our attendance rate. **Root Cause:** Students are not in attendance and often as needed.

Problem Statement 2: 31% of our students are considered to be At-Risk. **Root Cause:** We are unable to close the gaps in all of our student's performance areas.

Student Learning

Student Learning Summary

Our 2021 STAAR scores reflected that in 3rd Grade our students scored 12% lower in math and 2% higher in math than in 2019. 4th grade scores reflected that our student scored 13% lower in math, 11% lower in reading and 28% lower in writing. For 5th grade our scores reported 9% lower in math, 3% lower in reading and 2% lower in science.

Student Learning Strengths

In 4th grade math Smithfield Elementary scored the 3rd highest in the district with a 74%. In 5th grade we scored the 2nd highest in the district in reading with a 90% and the highest overall score in science with a 92%. Our RTI Tier 2 and 3 percentage rates have dropped 9% in both reading and math from 2019.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In all grade levels, on the STAAR math test, our scores dropped 11%. **Root Cause:** So many variables, COVID, online instruction, online testing.

Problem Statement 2: Across all subjects and grades our masters scores have dropped an average of 12%. **Root Cause:** So many variables, COVID, online instruction, online testing and just trying to survive.

School Processes & Programs

School Processes & Programs Summary

The academic RtI program at Smithfield Elementary serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.

Performance data suggest that the RtI program has been moderately successful in moving students off of tiered interventions there remains a large proportion of students served on Tier 3, (14% in reading and 11% in math for grades K-5 as of May 2019) which is based in part on universal screener performance below the 10th percentile nationally.

School Processes & Programs Strengths

The percentage of students in grades K-5 requiring tiered interventions has decreased steadily over the past two years. For example, the percentage of student receiving tier 3 interventions in math decreased from 17% in spring of 2018 to 14% in spring of 2019.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: RtI screener results for April 2019 indicate that 21% of students are reading below grade level.

Perceptions

Perceptions Summary

At Smitfield we conduct Parent Surveys on a regular basis at the beginning of the year. However the data that is collected is about expectations that parents have of teachers and their students. We also ask what we can expect from them as parents. We also have a parent survey that asks perception data such as what parents feels are strengths and areas of improvement are at Smitfield. The top 2 areas of improvement are

1. Parking/pick-up and drop off
2. Communication

Perceptions Strengths

One of the consistent responses that parents give is that they feel as though their child is safe at school and that they feel welcomed while they are here.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With construction and COVID we need to create an arrival/dismissal plan for parents to safely pick up and drop off their students. **Root Cause:** COVID, construction and a limited parking lot.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and math literacy between the beginning and end of year.

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

HB3 Goal

Evaluation Data Sources: PK: Circle (reading and math)

K-5: Fountas & Pinnell reading levels

K: mClass (reading and math)





1-2: mClass (reading)

3-5: ISIP (reading)

1-5: STAR Math

3-5 TEA Interims (reading and math)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level.</p> <p>Actions: a. Utilize LOL team to train and lead implementation of district plan and strategies. b. Provide coaching support for teacher on literacy plan. c. Use model classrooms to help other teachers visualize practice in action.</p> <p>Staff Responsible for Monitoring: Administrators LOL Team Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the five-year literacy plan with the focus of responsive teaching and continuous improvement.</p> <p>Actions: a. Schedule and implement instructional rounds session based on conferencing and responsive teaching. b. Provide monthly PD on best practices and strategies to help support teachers. c. Conduct campus walk throughs for the purpose of collecting artifacts to support literacy implementation.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a campus-wide plan for GT students to provide opportunities for rigorous learning beyond Tier I coursework.</p> <p>Actions: a. Train teachers on Rigor and Relevance framework. b. Collaborate with GTI to provide activities during RTI instruction c. Use Think Up resources to increase rigor in small groups in support of all students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Think Up - 211 - Title I - \$1,700</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement the reading academies established by TEA based on the HB3 requirements.</p> <p>Actions: a. Implement the plan for Reading Academies. b. Conduct check-ins and plus/deltas with participants each quarter.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to support a full day pre-K program for four year-olds that qualify based on a board approved three-year plan.</p> <p>Actions: a. Maintain a PK teacher who is certified and has early childhood qualified. b. Provide PD that is relevant to early childhood both through campus and district resources. c. Maintain an average ratio of 1 to 11 which includes one certified teachers and one teacher's aide per TEA guidelines. d. Implement new curriculum in the pre-kindergarten classrooms.</p> <p>Staff Responsible for Monitoring: Administrators PK teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5.</p> <p>Actions: A. Continue to support and train staff on BAS and mClass assessment. B. Ensure that instructional coach is working with teachers to utilize progress monitoring data and designing instructional practices. C. Use Aware to monitor progress of students in grades PK-5.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

- a. Meet all progress monitoring targets for grades PK-3rd in reading for all student groups measured by state and district approved monitoring instrument.
- b. Meet all progress monitoring targets for grades PK-3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency and efficiency.</p> <p>Actions: A. Develop a campus ESSER plan and the use of the funds provided. B. Develop and implement a plan to collect, analyze and progress monitor student data that will address closing the achievement gaps. C. Implement accelerated instruction according to HB 4545.</p> <p>Staff Responsible for Monitoring: Administrator LOL</p> <p>Funding Sources: ESSER Tutors - ESSER - \$8,525</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.</p> <p>Actions: A. Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations. B. Track student performance to determine progress towards success on STAAR assessments. C. Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd. D. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction.</p> <p>Staff Responsible for Monitoring: Administrators Academic Coach Digital Learning Specialist</p> <p>Funding Sources: Professional Development - 211 - Title I - \$1,430</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the results of the RTI evaluation to implement a multi-tiered system of supports (MTSS) for identified students.</p> <p>Actions: a. Strengthen the RTI process through training and small group PLCs. b. Provide ongoing training for all staff to build their capacity to implement MTSS. c. Monitor new math intervention resource for effectiveness. d. Continue to implement SEL curriculum and provide professional learning to support SEL. e. Meet with teacher each quarter to determine which students need MTSS services and who is identified for RTI support. f. Use GAPS EA to support students who need either intervention or accelerated support.</p> <p>Staff Responsible for Monitoring: Administration Interventionists Academic Coach</p> <p>Funding Sources: Tutoring - 211 - Title I - \$12,612, Intervention Staff - 199 - General Funds: SCE, GAPS EA - 211 - Title I - \$30,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue implementation of continuous improvement processes</p> <p>Actions: a. Use walk-through forms to evaluate implementation across campus. b. Provide refresher professional learning for those who need it. c. Provide new teacher training throughout the year to ensure that the processes are being used and understood.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop and implement system-wide practices for the design and delivery of programs and services for English Learners.</p> <p>Actions: a. Develop professional learning sessions targeting the competencies necessary to serve the needs of ELs.</p> <p>Staff Responsible for Monitoring: Administration Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.





Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement district curriculum for social-emotional learning (SEL). Actions: a. Use Guidance lessons to continue to build social emotional support. b. Develop and distribute a Family Engagement Policy through Title I c. Plan and implement events that increase parent and family involvement Staff Responsible for Monitoring: Counselor Administration Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Title I Family Engagement - 211 - Title I - \$462</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 4: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
Strategy 1: Monitor the implementation of the behavioral RTI plan. Actions: a. Monitor behavior RTI in classrooms b. Create a behavior RTI team to establish processes for implementation. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.





Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
Strategy 1: Implement campus plan to increase staff and student attendance Actions: a. Create a system to celebrate staff attendance. b. Continue awards given for student attendance. c. Keep parents informed of attendance issues Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.





Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans

Strategy 1 Details	Reviews			
Strategy 1: Continue to monitor continuous improvement processes at a campus level. Actions: a. Meet with campus problem solving committee and use CI tools to work through campus issues. Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Attain a 10% annual increase on a school safety survey that is administered annually to students, staff, and parents.

Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a safe school community where students and staff report a sense of belonging, security and well-being.</p> <p>Actions: a. Use safety team to discuss safety issues. b. Collaborate with safety officials and community members to ensure security. c. Gather input from students about safety concerns. d. Work in collaboration with appropriate staff to ensure and enhance recommended CDC behaviors.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Smithfield Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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Personnel for Smithfield Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carrie Growald	Math Interventionist	0.5
Jennie Bridger	Reading Interventionist	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

We developed our CNA on June 10th for the upcoming 2022-22 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Melissa Pellegrino-principal

Ryan Holzberger- Assistant Principal

Sabrina Dowell-5th Grade Teacher

Weston Baccus-4th Grade Teacher

Amy Pucel- 3rd Grade Teacher

Sarah Smith-2nd Grade Teacher

Heather Bartlett-1st Grade Teacher

Courtney Wilson-Kindergarten Teacher

Maggie Shikany-PE Teacher

Courtney Maxwell-SPED Teacher

Kerrie Tillotson-Parent

Courtney Files-Parent

Kyle Fox-Community Member

2.2: Regular monitoring and revision

We will evaluate/review our CIP 4 times a year. In November, January, March and June.

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

The LEA made our CIP available in in the front office to any stakeholder who is interested. We offered our CIP only in English.

2.4: Opportunities for all children to meet State standards

Additional assistance will be provided to 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 instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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 schoolwide incentive programs, individual and class recognitions, 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 campus Parent and Family Engagement Policy was developed by:

Amy Pucel, Teacher

Diana Kirkwood, Parent

Courtney Wilson, Teacher

Heather Bartlett, Teacher

Maggie Shikany, Teacher

Courtney Maxwell, Teacher

Kerrie Tillotson, Parent

Ryan Holtzberger, Administrator

Melissa Pellegrino, Administrator

SMITHFIELD ELEMENTARY SCHOOL

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of the Smithfield Elementary Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Smithfield Elementary 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. The campus will build capacities of staff, parents, families, and community members to work together as equal partners to improve achievement for all students.

Goals

- Smithfield Elementary will 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
- Smithfield Elementary will provide a safe and open atmosphere for parents and families to visit the school and to actively encourage parent and family support and assistance for school programs
- Smithfield Elementary and its staff will develop and deliver timely information and training to parents
- Smithfield Elementary will 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

- Smithfield Elementary will disseminate information to parents on all required Title 1 notifications

Annual meeting

Smithfield Elementary 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. The campus will also host 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

Smithfield Elementary 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

Smithfield Elementary will facilitate the use of district resources by parents and families, including those provided through Birdville ISD parent liaisons and staff:

- 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 Title I, Part A schools, district meetings, PTA, and others

School-Parent Compacts

Smithfield Elementary 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 school and its families through regular two-way, meaningful communication. Smithfield Elementary will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Smithfield Elementary 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, Smithfield Elementary will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of 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 campus will review the existing family engagement policy and make revisions as necessary.

3.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2021-22:

- August Ribbon Cutting Event
- August Meet the Teacher Event
- Annual Fall Title I Meeting and Curriculum Night
- Open House in the Spring
- Spring Family Engagement Policy and Compact Revision

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erica Parkey	Educational Assistant	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Intervention Staff		\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Think Up		\$1,700.00
1	2	2	Professional Development		\$1,430.00
1	2	3	Tutoring		\$12,612.00
1	2	3	GAPS EA		\$30,000.00
1	3	1	Title I Family Engagement		\$462.00
Sub-Total					\$46,204.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$8,525.00
Sub-Total					\$8,525.00
Grand Total					\$54,729.00

Addendums

Smithfield Elementary Parent Involvement Policy

OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act*, Smithfield Elementary 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 Smithfield Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Melissa Pellegrino at (817)547-2100 or email at Melissa.pellegrino@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

(Campus) Parent Involvement Strategies				
SW #	Requirement	Timeline	Activity	Evaluation Measure(s)
6.	Participation in parent involvement policy development		Involve parents in policy development through.. SBDM Distribute at registration, inviting comments	<ul style="list-style-type: none">· Campus policy· Written parent suggestions
6.	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: SBDM meetings	<ul style="list-style-type: none">· Site-based meeting sign-ins· Agenda

6.	Communicate program information to all parents	Annual Meeting	Provide information about ... Participation in Title 1 Program Description	.
			Curriculum	.
			State and local assessments and expectations for student proficiency	
			Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English)	
6.	Shared responsibility for student achievement		Utilize the school-parent compact Develop Distribute Evaluate Revise	
6.	Build capacities of parents		Assist parents in understanding State academic content (TEKS) State academic achievement standards (STAAR) Ways to monitor progress Ways to work with teachers to improve achievement	.

(Campus) Parent Involvement Strategies				
SW #	Requirement	Timeline	Activity	Evaluation Measure(s)

			Provide training and materials to parents to help them work with their children	·
6.	Build capacities of staff		Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents	·
10.	Coordinate and integrate Title I parent program with other parent programs		Coordinate parent involvement under Title I with Head Start, Title III, and other grant programs	· Parent training schedules · Session evaluations · Budget records
7.	Ensure a smooth transition for students from 5 th grade into 6 th grade and from 8 th grade into 9 th grade			·

Title I Schoolwide Components

1. Comprehensive Needs Assessment 6. Parental Involvement 2. Reform Strategies 7. Transition 3. HQ Staff 8. Teachers Inv. In Assessments 4. Professional Development 9. Mastery
5. Attract HQ Staff 10. Coordinate Programs