

Birdville Independent School District
John D. Spicer Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Together we can shape tomorrow's leaders by collaborating with students, parents, and teachers in order to support the whole child.

Vision

We are a staff that works strategically to build a community where all children feel loved, respected and encouraged to develop to their fullest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

John D. Spicer Elementary served 404 students in grades pre-kindergarten - fifth grade with the following demographics:

<p>Attendance</p> <p>94.3%</p> <p>Student Demographics 2023-2024</p> <ul style="list-style-type: none"> • Female: 45.54% • Male: 54.46% • Hispanic - Latino: 27.48% • American Indian-Alaskan Native - .5% • Asian: 9.41% • Black - African American: 36.39% • Native Hawaiian-Pacific Islander - .5% • White: 23.76% • Two-or-More: 1.98% <p>Student Programs 2023-2024</p> <ul style="list-style-type: none"> • 17 Dyslexia - 4.21% • 21 Gifted and Talented - 5.2% • 0 Regional Day school Program for the Deaf - 0% • 11 Section 504 - 2.72% • 71 Special Education Students - 17.57% <p>Bilingual/ESL</p> <ul style="list-style-type: none"> • 69 Emergent Bilingual Students - 17.08% • 0 Bilingual - 0% • 68 English as a second language - 16.83% • 0 Alternative Bilingual Language Program - 0% • 0 Alternative ESL Language Program - 0% <p>Title I Part A</p> <ul style="list-style-type: none"> • 404 School Wide program - 100% • 0 Targeted Assistance -0% • 0 Targeted Assistance Previously Participated - 0% • 0 Title I Homeless - 0% • 0 Neglected - 0% 	<p>Student Indicators 2023-2024</p> <ul style="list-style-type: none"> • 255 At-risk students - 63.12% • 0 Foster Care - 0% • 0 IEP Continuer - 0% • 14 Immigrant - 3.47% • 193 Intervention Indicator - 47.77% • 0 Migrant - 0% • 12 Military Connected - 2.97% • 27 Transfer In Students - 6.68% • 0 Unschooled Asylee/Refugee - 0% • 93 mobility rate - 26.65% <p>Economic Disadvantage</p> <ul style="list-style-type: none"> • 285 Economically Disadvantaged students - 70.54% • 261 Free Meal - 64.6% • 19 Free/Reduced Priced Meals - 4.7% • 5 Other Economic Disadvantage - 1.24% <p>Homeless and Unaccompanied Youth</p> <ul style="list-style-type: none"> • 5 Homeless Status - 1.24% • 0 Shelter - 0% • 2 Doubled Up - .5% • 0 Unsheltered - 0% • 3 Hotel/Motel - .74% • 5 Not Unaccompanied Youth - 1.24% • 0 Unaccompanied Youth - 0% 	<p>Special Education Services</p> <p>Primary disabilities</p> <ul style="list-style-type: none"> • 0 No disability - 0% • 1 Orthopedic Impairment - 1.41% • 5 Other Health Impairment - 7.04% • 0 Auditory Impairment - 0% • 0 Visual Impairment - 0% • 0 Deaf-Blind - 0% • 3 Intellectual Disability - 4.23% • 4 Emotional Disturbance - 5.63% • 18 Learning Disability - 25.35% • 19 Speech Impairment - 26.76% • 15 Autism - 21.13% • 0 Developmental Delays - 0% • 0 Traumatic Brain Injuries - 0% • 6 Noncategorical Early Childhood - 8.45% <p>Instructional Settings</p> <ul style="list-style-type: none"> • 19 Speech Therapy - 26.76% • 0 Homebound - 0% • 0 Hospital Class - 0% • 8 Mainstream - 11.27% • 25 Resource Room - 35.21% • 0 VAC - 0% • 0 Off Home Campus - 0% • 0 State School - 0% • 0 Residential Care - 0% • 9 Self-Contained - 12.68% • 10 Full-Time Early Childhood - 14.08% • 0 Nonpublic Day School - 0% <p>Staff Information 2023-2024</p> <ul style="list-style-type: none"> • 11 Administrative Support - 16.42% • 34 Teacher - 50.75% • 22 Educational Aide - 32.84% • 0 Auxiliary - 0%
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In the 2023-2024 academic year, 63.12% of students, or 255 individuals, are considered at-risk. No students are currently in foster care or continuing with an Individualized Education Program (IEP). The student body includes 14 immigrants, representing 3.47%, and 193 students, or 47.77%, who have an intervention indicator. There are no migrant or unschooled asylee/refugee students, but 12 students, or 2.97%, are military-connected. Additionally, 27 students, or 6.68%, transferred into the school this year, and the mobility rate is 26.65%, accounting for 93 students.

Regarding economic disadvantage, 285 students, or 70.54%, fall into this category. Of these, 261 students (64.6%) receive free meals, while 19 students (4.7%) qualify for free or reduced-price meals. Five students, or 1.24%, are categorized under "other economic disadvantage."

When it comes to homelessness, 1.24% of the student population, or five students, have a homeless status. Of these, two students (0.5%) are doubled up, and three students (0.74%) are living in a hotel or motel. All five of these students are not classified as unaccompanied youth, and there are no students identified as unaccompanied youth.

Demographics Strengths

The diversity of our student population provides different cultures that bring a rich learning environment and different perspectives to our students and families. Additionally, the staff at Spicer Elementary is very diverse to meet the needs of our student population. The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 49%. According to TELPAS data from 2024, Spicer EB students exceeded the target by scoring 61%. Spicer earned 100% in closing the gaps for our ELP status indicator on 2024 Closing the Gap Performance Targets. In the category of Academic Achievement, our Emergent Bilingual population exceeded the state math goal by 7 points. This group also exceeded the state reading goal by 11 points. Additionally, the high focus group exceeded the state goal for reading by 8 points, economically disadvantaged exceeded by 9 points, African American exceeded by 13 points, and Hispanic exceeded by 4 points.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years. **Root Cause:** Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.

Student Learning

Student Learning Summary

mClass Data

73% of kindergarteners scored at or above benchmark on the composite mClass score for reading.

69% of first graders scored at or above benchmark on the composite mClass score for reading.

60% of second graders scored at or above benchmark on the composite mClass score for reading.

67% of all students in grades K-2 scored at or above benchmark on the composite mClass score for reading.

At John D. Spicer Elementary, the 2023-2024 performance data highlights achievement levels across various student groups. Overall, 72% of students scored at or above the "Approaches GL Standard," with 46% meeting or exceeding the "Meets GL Standard," and 22% achieving the "Masters GL Standard."

Key Insights:

- **African American Students:** 68% scored at or above the "Approaches GL Standard," with 40% meeting the "Meets GL Standard" and 14% reaching the "Masters GL Standard."
- **Hispanic Students:** 73% achieved at or above the "Approaches GL Standard," with 41% meeting the "Meets GL Standard" and 16% at the "Masters GL Standard."

High Focus Group:

- The overall percentage of tests at or above the "Approaches GL Standard" for the high focus group is 68%, with 42% meeting the "Meets GL Standard" and 20% reaching the "Masters GL Standard."

Observations:

- **Performance Gaps:** There are noticeable performance gaps, particularly among African American students who show lower percentages at the "Meets GL Standard" and "Masters GL Standard" compared to Hispanic students and the high focus group.
- **High Focus Performance:** The high focus group shows lower achievement levels compared to the overall student population, indicating a need for targeted support to close these gaps.

The data suggests a need for focused interventions to support African American students and the high focus group, addressing performance gaps and improving achievement across all performance indicators.

The data from John D. Spicer Elementary highlights key areas of student achievement across different subjects and groups.

Overall Performance:

- **Approaches GL Standard or Above:** 72% of all students, with varied performance across groups. African American and Hispanic students performed at 68% and 73%, respectively, while the high focus group achieved 68%.
- **Meets GL Standard or Above:** 46% of all students met this standard, with African American students at 40% and Hispanic students at 41%. The high focus group had a lower percentage at 42%.
- **Masters GL Standard:** 22% of all students reached this level. African American students had 14% and Hispanic students 16%, whereas the high focus group achieved 20%.

Subject-Specific Performance:

- **Reading/Language Arts (RLA):** 75% of students met the "Approaches GL Standard or Above," with African American students at 74% and Hispanic students at 81%. The high focus group had a lower performance rate at 70%.
- **Mathematics:** 72% of students achieved the "Approaches GL Standard or Above," with African American students at 70% and Hispanic students at 64%. The high focus group had a rate of 70%.
- **Science:** 64% of students met the "Approaches GL Standard or Above," with African American students at 44% and Hispanic students at 76%. The high focus group performed at 60%.

Action Steps:

1. **Focus on Closing Achievement Gaps:** Address the lower performance among African American students and the high focus group, particularly in Science and Mathematics, through targeted interventions and support.
2. **Enhance Reading and Math Instruction:** Strengthen instructional practices in Reading/Language Arts and Mathematics to improve performance, especially for high focus students.
3. **Increase Support for Science:** Implement strategies to boost achievement in Science, with a focus on underperforming groups.

The plan will aim to improve overall student achievement and address specific needs based on the performance data.

John D. Spicer Elementary's data highlights current performance and future targets in Reading/Language Arts (RLA) and Mathematics.

Reading/Language Arts (RLA):

- **2024 Achievement:** 49% of students met or exceeded the "Meets GL Standard," with African American students at 47% and Hispanic students at 43%.
- **Targets:** Increase to 55% by 2027-28 and 73% by 2037-38.
- **Growth:** Academic growth is at 75% overall, with African American students at 74% and Hispanic students at 69%.

Mathematics:

- **2024 Achievement:** 48% of students met or exceeded the "Meets GL Standard," with African American students at 43% and Hispanic students at 43%.
- **Targets:** Achieve 58% by 2027-28 and 75% by 2037-38.
- **Growth:** Academic growth is at 73% overall, with African American students at 73% and Hispanic students at 76%.

Action Steps:

1. **Enhance Instruction:** Focus on strategies to improve achievement in RLA and Mathematics, particularly for African American and Hispanic students.
2. **Boost Growth:** Implement targeted interventions to reach growth targets in both subjects.
3. **Address Gaps:** Develop support plans to improve performance for high focus groups.

The plan aims to align instructional strategies with performance targets to enhance overall student achievement and growth.

Student Learning Strengths

Interventions and EB strategies that were implemented on campus last year positively impacted student performance according to TELPAS data from 2024. Spicer EB students exceeded the target by scoring 61%. Spicer earned 100% for our ELP status indicator on 2024 Closing the Gap Performance Targets. Additionally, in the category of Academic Achievement, our Emergent Bilingual population exceeded the state math goal by 7 points. This group also exceeded the state reading goal by 11 points.

Economically disadvantaged students performed higher than the state target by 9 points in reading and 1 point in math.

John D. Spicer Elementary demonstrates notable strengths in student learning, particularly in Reading/Language Arts (RLA) and Mathematics. The school has achieved a commendable 75% growth score in RLA, with Hispanic students showing significant progress at 69%. In Mathematics, overall growth is 73%, with Hispanic students leading at 76%. The school's commitment to targeted interventions and instructional improvements has resulted in solid performance outcomes, including 49% Meeting Grade Level or above in RLA and 48% Meeting Grade Level or above in Mathematics. These strengths reflect effective educational practices and a focused approach to enhancing student learning. The campus will build on these strengths to further advance student performance and achieve future academic goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 46% of students are meeting or exceeding the Meets Grade Level (GL) Standard in Math scoring just under the state performance target of 49%. 72% of students are meeting or exceeding the Approaches GL Standard showed significant variability, with some assessments reaching 100% while others drop to 38% and 0%.

Root Cause: The campus has a high mobility rate (26.65%). Frequent mobility disrupts learning continuity, complicating skill development. 63.12% of students are at-risk and 70.54% are economically disadvantaged, creating substantial educational gaps in foundational math skills. 17.08% of students identified as Emergent Bilingual, language barriers also hinder math comprehension and engagement.

Problem Statement 2 (Prioritized): John D. Spicer Elementary struggles with Science achievement, as only 29% of students meet or exceed grade-level standards. African American students show particularly low performance at 11%, while Hispanic students are at 29%, and White students at 40%. **Root Cause:** Although 64% of students approach grade-level standards, the low rates of meeting or exceeding standards and significant disparities across subgroups highlight the need for targeted instructional improvements and support. This data indicates a critical need for strategies to enhance Science proficiency for all students, with particular focus on the underperforming groups.

School Processes & Programs

School Processes & Programs Summary

At Spicer we provide Special Education through our Resource and inclusion programs, early childhood education and positive approach to student success (PASS) self-contained programs. Struggling students are addressed through our special support provided by our Title I tutors, Multi-tiered system of supports intervention support staff, and dyslexia interventionist. Our emergent bilingual students are supported in their classrooms by teachers who are certified in English Language Supports.

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

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

We offer incentives for our students who have perfect attendance. Students are recognized at school assemblies for good grades, good attendance and positive behavior. Our students are supported emotionally through programs offered such as: Red Ribbon week, Character Strong Lessons, Conscious Discipline strategies, and daily use of our district core values.

Technology is integrated in classrooms as teachers use interactive whiteboards, online Reading resources laptops, chromebooks, Google tools and Google Classroom. Additionally, teachers utilize digital communication applications such as remind, dojo and/or classtag to communicate regularly with parents.

School Processes & Programs Strengths

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

1. **High Attendance Rate:** The school maintains a commendable attendance rate of 94.3%, reflecting strong student engagement and commitment to regular attendance.
2. **Diverse Student Programs:** The school offers a variety of student programs, including Dyslexia support, Gifted and Talented programs, and Special Education services. This diversity in programs demonstrates the school's commitment to addressing varied learning needs and providing specialized support.
3. **Comprehensive ESL and Bilingual Support:** With 69 Emergent Bilingual students and 68 students receiving English as a Second Language (ESL) support, the school is well-equipped to address the needs of English language learners, fostering an inclusive learning environment.
4. **Title I School-Wide Program:** The school-wide Title I program ensures that all students benefit from federal funding aimed at improving educational outcomes, which supports equitable access to resources and interventions.
5. **Strong Special Education Services:** The school provides extensive Special Education services, including Speech Therapy, Resource Rooms, and Self-Contained classrooms, catering to a wide range of disabilities and ensuring targeted support for students with special needs.
6. **Dedicated Staff:** With a substantial number of teachers and educational aides, the school has a solid support structure for delivering effective instruction and personalized support to students.

7. **School-Wide Expectations** - The staff and students work together to establish and promote school wide expectations in common areas that support the learning environment for all students to feel safe.

These strengths reflect the school's dedication to creating an inclusive, supportive environment that addresses the diverse needs of its student body.

Interventions and EB strategies have positively impacted student performance.

Economically disadvantaged students performed near the campus percentage for each STAAR test.

Targeting increased campus EB strategies, with a focus on vocabulary caused an increase in performance by EB students on STAAR Assessment. EB students scored higher than the campus average for all test in approaches, meets, and masters.

All students successfully utilized data folders to highlight deficiencies in learning to close learning gaps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data shows significant performance gaps for economically disadvantaged students. While 72% of all students meet or exceed the Approaches GL Standard, only 68% of economically disadvantaged students do. Moreover, just 39% of these students achieve the Meets GL Standard, compared to 45% overall. **Root Cause:** Limited access to educational resources, unstable home environments, and insufficient support outside of school. Such barriers can impede their ability to meet and exceed grade-level standards.

Problem Statement 2 (Prioritized): End of year mClass screener data showed that 14% of kindergarteners had not met the standard for letter sound mastery and 36% had not mastered the standard for decoding. End of year mClass screener data for first grade showed that 24% of first graders had not met mastery for decoding. End of year mclass second grade data showed that 35% of second graders did not meet mastery for decoding. **Root Cause:** A high percentage of at-risk (63.12%) and economically disadvantaged students (70.54%), who may require more intensive, tailored support. The diverse needs of Emergent Bilingual students (17.08%) and Special Education students (17.57%) have gaps in the early literacy curriculum. Addressing these issues requires enhanced, differentiated literacy instruction and targeted interventions.

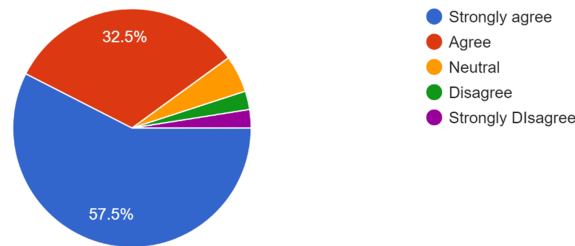
Problem Statement 3 (Prioritized): This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause:** The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

Perceptions

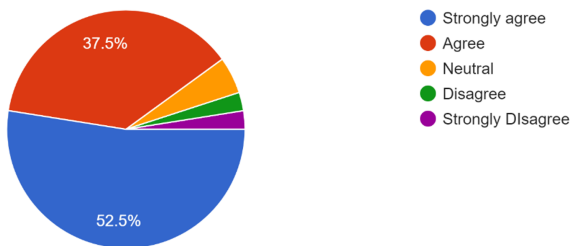
Perceptions Summary

At Spicer, we have a belief that all of our students have an opportunity to show their culture and experience how we value education. Below are the results from our end-of-year parent survey:

School Environment: My child feels safe and happy at school.
40 responses

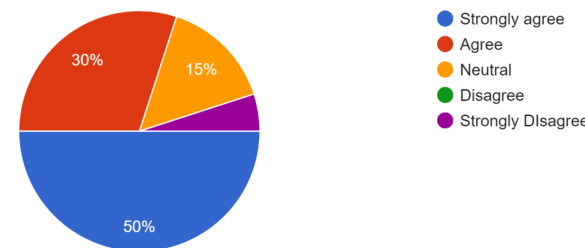


Our dismissal procedures are safe and effective?
40 responses

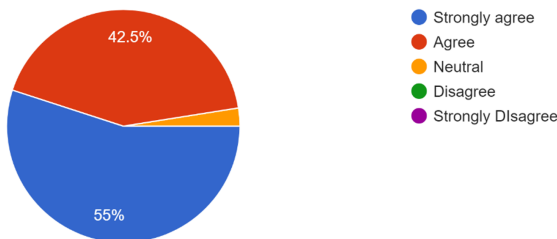


The majority of respondents, 67.5%, strongly agree that their child feels safe and happy at school, indicating a high level of satisfaction with the school environment. Additionally, 22.5% of respondents agree, further supporting the positive sentiment. A small percentage, 5%, remain neutral on the topic, while 2.5% disagree and another 2.5% strongly disagree. Overall, the responses reflect a largely favorable view of the school environment in terms of safety and happiness for students. The majority of respondents, 55%, strongly agree that the dismissal procedures are safe and effective, suggesting a generally positive assessment of the process. Another 37.5% agree, reinforcing the overall favorable opinion. A small percentage, 5%, remain neutral, while 2.5% disagree and another 2.5% strongly disagree. Overall, the responses reflect that most participants view the dismissal procedures as safe and effective, with a small minority expressing concerns.

The school has improved my child's social skills.
40 responses



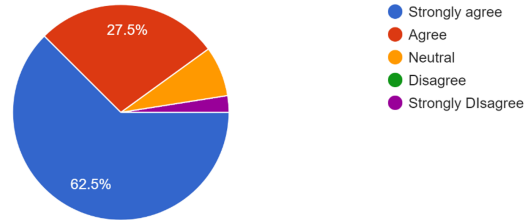
Our building is clean and well maintained.
40 responses



The majority of respondents, 55%, strongly agree that the school has improved their child's social skills, indicating a positive impact in this area. Another 27.5% agree, further supporting this view. A smaller portion, 10%, remain neutral, while 5% strongly disagree and another 2.5% disagree. Overall, the responses reflect a generally favorable opinion of the school's role in enhancing students' social skills, with only a small percentage expressing dissatisfaction.

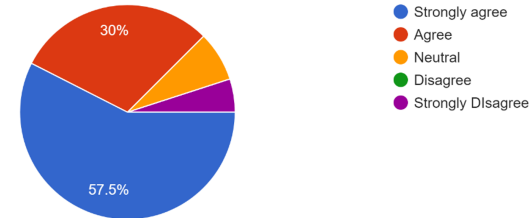
The majority of respondents, 60%, strongly agree that the building is clean and well-maintained, reflecting a positive assessment of the facility's upkeep. An additional 37.5% agree, further supporting this favorable view. Only 2.5% remain neutral, with no disagreement reported. Overall, the responses indicate that most participants believe the building is well maintained, with cleanliness being a strong point.

The school environment is caring and supportive.
40 responses



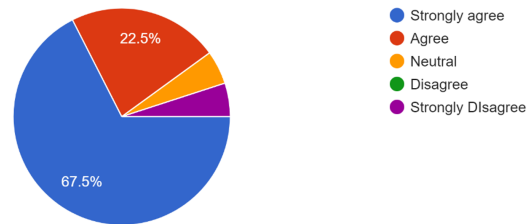
The majority of respondents, 62.5%, strongly agree that the school environment is caring and supportive, indicating a highly positive perception. Another 30% agree, further emphasizing the favorable sentiment. A small percentage, 5%, remain neutral, while 2.5% strongly disagree. Overall, the responses reflect a predominantly positive view of the school's caring and supportive environment, with only a minor portion expressing dissent.

My child receives the attention he/she needs in the classroom.
40 responses



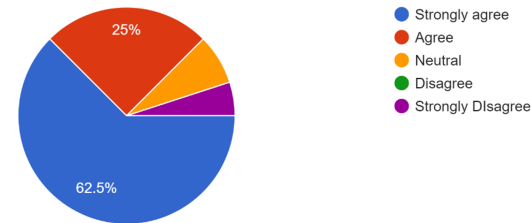
The majority of respondents, 60%, strongly agree that their child receives the attention needed in the classroom, indicating a strong level of satisfaction. Additionally, 27.5% agree, supporting the positive sentiment. A smaller portion, 7.5%, remain neutral, while 5% strongly disagree. Overall, the responses suggest that most participants feel their child is receiving adequate attention in the classroom, with only a small minority expressing concerns.

I feel welcome at my child's school.
40 responses



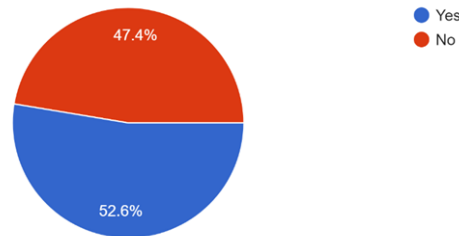
The majority of respondents, 65%, strongly agree that they feel welcome at their child's school, reflecting a positive and inclusive atmosphere. An additional 25% agree, reinforcing this sentiment. A small percentage, 5%, remain neutral, while 5% strongly disagree. Overall, the responses indicate that most participants feel welcomed at the school, with only a few expressing concerns.

My child is learning a lot in school this year.
40 responses



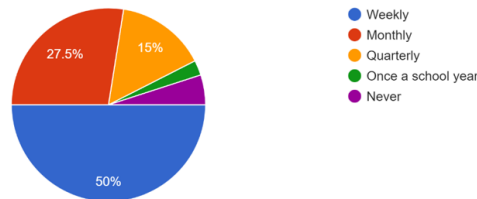
The majority of respondents, 65%, strongly agree that their child is learning a lot in school this year, reflecting a strong sense of academic progress. Another 22.5% agree, further supporting this view. A smaller portion, 7.5%, remain neutral, while 5% strongly disagree. Overall, the responses indicate that most participants believe their child is experiencing significant learning, with only a small minority expressing dissatisfaction.

I would be very interested in after school day care at Spicer provided by Spicer staff for my child/children.
38 responses

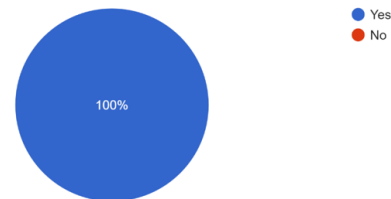


Out of the responses, 45% are in favor of after-school daycare at Spicer provided by Spicer staff, indicating a significant level of interest. In contrast, 37.5% are not interested, and the remaining 17.5% did not provide a clear indication of their interest. Overall, there is a notable interest in the after-school daycare program, though there are also considerable concerns or lack of interest among some respondents.

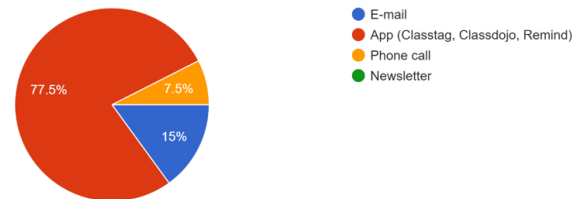
Communication: How often do you communicate with your child teacher.
40 responses



Does the teacher respond in timely manner
40 responses



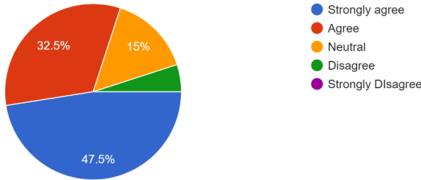
How would you like your child's teacher to communicate with you?
40 responses



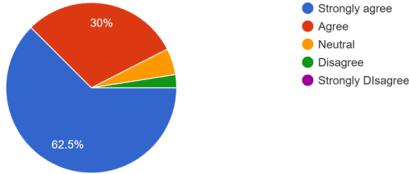
The majority of respondents, 55%, communicate with their child's teacher on a weekly basis, indicating frequent and regular contact. Additionally, 30% communicate monthly, reflecting less frequent but still regular interactions. A smaller portion, 10%, communicate quarterly, while 5% either never communicate or do so once a school year. Overall, the responses show a strong trend toward regular communication, with a notable number of participants engaging on a weekly basis. All respondents, 100%, reported that the teacher responds in a timely manner. This unanimous feedback suggests a high level of satisfaction with the teacher's responsiveness. The majority of respondents prefer communication through apps such as Classtag, ClassDojo, or Remind, with 75% indicating this preference. E-mail is the second most preferred method, chosen by 15% of respondents. Phone calls

are the least preferred, with only 10% selecting this option. Overall, there is a strong preference for app-based communication, with a smaller number favoring e-mail and very few preferring phone calls.

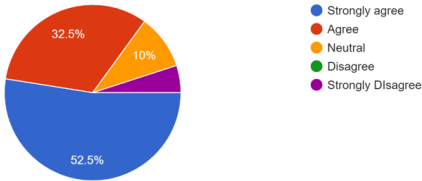
The school keeps me updated about the progress of my child.
40 responses



I feel comfortable discussing my child's needs with teachers and staff.
40 responses

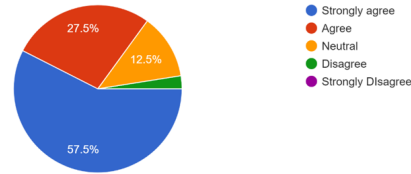


My child can get the resources he/she needs to be successful.
40 responses

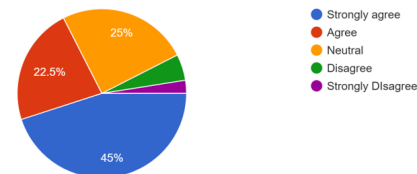


The majority of respondents, 50%, strongly agree that the school keeps them updated about their child’s progress, indicating a high level of satisfaction with communication regarding academic performance. Additionally, 35% agree, further supporting this positive view. A smaller portion, 7.5%, are neutral, and 7.5% disagree, with no responses indicating strong disagreement. Overall, the responses reflect that most participants feel well-informed about their child’s progress, though there is a small group that feels less updated. The majority of respondents, 65%, strongly agree that they feel comfortable discussing their child's needs with teachers and staff, indicating a high level of confidence in communication. Additionally, 27.5% agree, further supporting this positive sentiment. A smaller portion, 7.5%, remain neutral, and only 2.5% disagree. Overall, the responses suggest that most participants feel comfortable and supported in addressing their child's needs with school personnel. The majority of respondents, 60%, strongly agree that their child can get the resources needed to be successful, reflecting a strong belief in the availability of necessary support. Additionally, 30% agree, further supporting this positive view. A smaller portion, 7.5%, remain neutral, while 2.5% strongly disagree and another 2.5% disagree. Overall, the responses suggest that most participants feel their child has access to the resources required for success, with only a small minority expressing concerns.

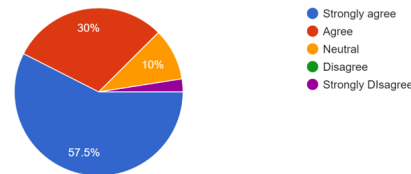
I feel well-informed about what is going on at the school.
40 responses



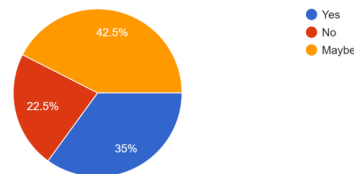
Do you follow our school on fb and is it helpful?
40 responses



The school encourages parent involvement in school activities.
40 responses



I would be interested in helping in the school.
40 responses

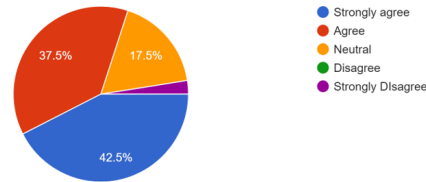


The majority of respondents, 55%, strongly agree that they feel well-informed about what is going on at the school, indicating a high level of satisfaction with communication. Additionally, 35% agree, further reinforcing this positive view. A smaller portion, 7.5%, remain neutral, and 2.5% disagree. Overall, the responses suggest that most participants feel well-informed about school activities and updates, with only a minor group expressing less certainty.

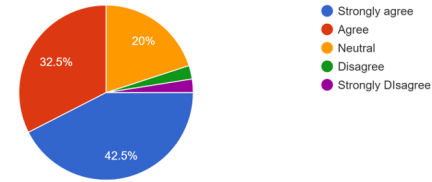
The majority of respondents, 60%, strongly agree that they follow the school on Facebook and find it helpful, indicating a high level of satisfaction with the school's social media presence. An additional 30% agree, further supporting the positive view. A smaller portion, 7.5%, are neutral, while 2.5% disagree and another 2.5% strongly disagree. Overall, the responses suggest that most participants find the school's Facebook page both useful and informative, with only a small number expressing dissatisfaction.

The majority of respondents, 55%, strongly agree that the school encourages parent involvement in school activities, reflecting a strong perception of support for parental engagement. Additionally, 35% agree, further reinforcing this positive view. A smaller portion, 7.5%, remain neutral, and 2.5% strongly disagree. Overall, the responses suggest that most participants feel the school actively promotes parent involvement, with only a minor group expressing reservations. The majority of respondents, 50%, expressed interest in helping at the school, indicating a strong willingness to get involved. Additionally, 35% are unsure, reflecting a cautious or uncertain interest. A smaller portion, 15%, indicated they are not interested. Overall, there is a significant interest in contributing to the school, with a considerable number still uncertain or considering their involvement.

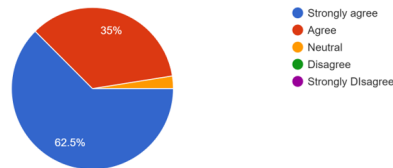
The principal or assistant principal is available to parents and willing to listen.
40 responses



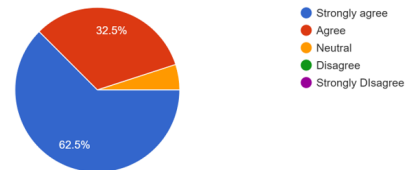
The school counselor provides support to my child when needed.
40 responses



The front office staff is welcoming and helpful.
40 responses



The front office is able to answer my questions and provide me with what I need.
40 responses



The majority of respondents, 60%, strongly agree that the principal or assistant principal is available to parents and willing to listen, reflecting a strong perception of accessibility and responsiveness. Additionally, 35% agree, further supporting this positive view. A smaller portion, 7.5%, remain neutral, while 2.5% strongly disagree. Overall, the responses suggest that most participants feel that the school leadership is approachable and attentive to parent concerns, with only a minor group expressing less certainty.

The majority of respondents, 60%, strongly agree that the school counselor provides support to their child when needed, indicating a high level of satisfaction with the counseling services. Additionally, 30% agree, further supporting this positive view. A smaller portion, 7.5%, remain neutral, and 2.5% strongly disagree. Overall, the responses suggest that most participants feel the school counselor is effective in offering necessary support, with only a small number expressing concerns or uncertainty.

The majority of respondents, 65%, strongly agree that the front office staff is welcoming and helpful, indicating a high level of satisfaction with their service. Additionally, 30% agree, further reinforcing this positive assessment. A small portion, 5%, remain neutral, with no respondents expressing disagreement. Overall, the responses suggest that most participants find the front office staff to be friendly and supportive, with only a minor group feeling indifferent.

The majority of respondents, 60%, strongly agree that the front office is able to answer their questions and provide them with what they need, indicating a high level of satisfaction with the office's responsiveness and effectiveness. Additionally, 35% agree, further supporting this positive view. A small portion, 5%, remain neutral, with no respondents expressing disagreement. Overall, the responses suggest that most participants feel well-supported by the front office, with only a minor group feeling indifferent.

Perceptions Strengths

Our diverse population brings richness to our school by providing a depth of individual differences between our students and families. One example, we have a fourth- and fifth-grade multilingual leadership team. These students assist with translations for staff and other students who speak a language that our district does not have an interpreter for. Additionally, these students serve as ambassadors to our newcomers who speak very limited or no English at all. Twice a year, we offer two multicultural events. The first event is a dinner. We invite families to bring a dish to share as we learn about the variety of cultures at Spicer. This event also provides an opportunity for staff to share our school expectations and answering any questions our parents have. We invite interpreters to ensure that our parents can get the most out of the event. The second event is a multicultural lunch that we call "Holidays around the world", where each student brings a dish from their home country to share with students, staff and parents.

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

Spicer has a social committee that provides emotional support to our staff. We also have a campus safety committee called Campus Safety Investigation (CSI Team) that addresses a variety of campus problems dealing with safety, logistics, and customer service.

The administration team communicates weekly with a staff newsletter sent out every Friday and communicates with a community newsletter each month. Important district and campus dates and events are communicated through the monthly newsletter. Facebook is another tool we use to communicate positive happenings at Spicer as well as advertising for school activities.

Spicer teachers collaborate to achieve overall campus goals through PLCs and vertical team meetings.

Increased community/family involvement to include participants for World Read Aloud Day, an overhaul of the playground, Haltom High School Pals, and an active PTA program.

We implement systematic methods of communication between the school and parents, along with positively promoting the campus.

All classrooms will have safe space, wish you well, and safe keeper ritual.

Survey data shows that 100% of staff, students, and parents feel the school is safe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. **Root Cause:** Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

Priority Problem Statements

Problem Statement 1: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance.

Root Cause 1: The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Data shows significant performance gaps for economically disadvantaged students. While 72% of all students meet or exceed the Approaches GL Standard, only 68% of economically disadvantaged students do. Moreover, just 39% of these students achieve the Meets GL Standard, compared to 45% overall.

Root Cause 2: Limited access to educational resources, unstable home environments, and insufficient support outside of school. Such barriers can impede their ability to meet and exceed grade-level standards.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 46% of students are meeting or exceeding the Meets Grade Level (GL) Standard in Math scoring just under the state performance target of 49%. 72% of students are meeting or exceeding the Approaches GL Standard showed significant variability, with some assessments reaching 100% while others drop to 38% and 0%.

Root Cause 3: The campus has a high mobility rate (26.65%). Frequent mobility disrupts learning continuity, complicating skill development. 63.12% of students are at-risk and 70.54% are economically disadvantaged, creating substantial educational gaps in foundational math skills. 17.08% of students identified as Emergent Bilingual, language barriers also hinder math comprehension and engagement.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families.

Root Cause 4: Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years.

Root Cause 5: Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.

Problem Statement 5 Areas: Demographics

Problem Statement 6: John D. Spicer Elementary struggles with Science achievement, as only 29% of students meet or exceed grade-level standards. African American students show particularly low performance at 11%, while Hispanic students are at 29%, and White students at 40%.

Root Cause 6: Although 64% of students approach grade-level standards, the low rates of meeting or exceeding standards and significant disparities across subgroups highlight the need for targeted instructional improvements and support. This data indicates a critical need for strategies to enhance Science proficiency for all students, with particular focus on the underperforming groups.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: End of year mClass screener data showed that 14% of kindergarteners had not met the standard for letter sound mastery and 36% had not mastered the standard for decoding. End of year mClass screener data for first grade showed that 24% of first graders had not met mastery for decoding. End of year mclass second grade data showed that 35% of second graders did not meet mastery for decoding.

Root Cause 7: A high percentage of at-risk (63.12%) and economically disadvantaged students (70.54%), who may require more intensive, tailored support. The diverse needs of Emergent Bilingual students (17.08%) and Special Education students (17.57%) have gaps in the early literacy curriculum. Addressing these issues requires enhanced, differentiated literacy instruction and targeted interventions.

Problem Statement 7 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

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 mathematics by the end of school year.

a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.

b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Elementary: CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Secondary: Renaissance STAR Assessments (grades 1-5 mathematics and grades 3-5 reading), and reading levels as measured by Benchmark Assessment System (BAS)

Strategy 1 Details

Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level.

Actions: 1) Provide trainings during professional learning communities from the instructional facilitator and district personnel and resources to implement Guided/Shared reading and phonics instruction in support of all students.

2) Provide trainings and support during professional learning communities from district personnel and instructional facilitators for math and science instruction.

3) Measure K - 5 student reading levels using Fountas & Pinnell in accordance to the testing windows.

4) Utilize walk through forms to ensure the implementation of targeted small group reading instruction in all grades K - 5, shared reading in grades K-2 using Fountas & Pinnell and Core 95 phonics instruction for grades k-1 and 2-3.

5) Use data to provide targeted support and progress monitoring.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional facilitator, and Leader of Learners (LOL) team members

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$162,505

Strategy 2 Details

Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on targeted small group instruction and continuous improvement.

Actions: 1) Provide teachers with resources in literature to support reading across curriculum in print and digital periodical literature.

2) Administration and the instructional facilitator will host instructional walks as needed with grade level teams. This will be an opportunity for grade level teams to learn from their peers as well as see how their grade level content is vertically aligned.

3) Administration will create digital feedback forms for staff to communicate on instructional practices.

4) Provide online resources to support RLA and math learning.

5) Staff members who have shown mastery in reading and mathematics instruction will have opportunities to present during staff meetings.

6) Administration, instructional facilitator and teachers will track student progress on unit assessments, vocabulary and benchmark data through plan, do, study, act (PDSA) cycles during professional learning communities weekly (PLC).

7) Teachers and students will track individual student progress utilizing digital data folders.

8) Teachers will use data from PLC and digital data folders to provide focused instruction using appropriate interventions discussed during PLC.

8) Schedule time for grade levels to meet to review campus data and plan vertically for math, reading and science.

Staff Responsible for Monitoring: Principal, Assistant Principal, and instructional facilitator, and teachers.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 1 - School Processes & Programs 1

Strategy 3 Details

Strategy 3: Communicate and assist teachers in implementing data informed instruction and responsive teaching.

Actions: 1) Support teacher training on implementation of tier one priorities.

2) Require teachers to progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students.

3) Utilize the time during the professional learning communities to review response to intervention data in order to identify appropriate intervention plans, instructional resources and strategies.

4) Model the PDSA process through PLC's using student data.

5) Employ the digital learning specialist and instructional facilitator to develop a spreadsheet for teachers to track unit assessments for math, science, and reading that will be used during PDSA and instructional planning.

6) 2nd-5th grade teachers will use aware to create unit assessments to monitor student progress in reading, science and math and discuss the data during PLCs.

7) Teachers will utilize the district-developed item bank questions with constructed response items and other new items in common assessments to mirror the state assessment.

8) Teachers will use continuous improvement practices and individual digital data folders to monitor progress.

9) Implementation of Core 95 Phonics intervention during small group instruction provided by teachers and title I tutors.

Staff Responsible for Monitoring: Campus Administration, instructional facilitator, and LOL team.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: School Processes & Programs 1, 3

Strategy 4 Details

Strategy 4: Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals.

- Actions:** 1) Provide professional development on classroom activities and strategies that build listening, speaking and reading comprehension.
2) Monitor vocabulary acquisition amongst 3rd-5th grade students monthly using the Star Renaissance screener.
3) Use tier 1 priorities for academic vocabulary instruction.
3) Teachers will track data digitally in shared grade level folder and discuss progress at monthly PLC's.

Staff Responsible for Monitoring: Principal, Assistant Principal, campus LOL Team, teachers, and instructional facilitator

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

Funding Sources: Professional Development - 211 - Title I - \$15,000

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 46% of students are meeting or exceeding the Meets Grade Level (GL) Standard in Math scoring just under the state performance target of 49%. 72% of students are meeting or exceeding the Approaches GL Standard showed significant variability, with some assessments reaching 100% while others drop to 38% and 0%. **Root Cause:** The campus has a high mobility rate (26.65%). Frequent mobility disrupts learning continuity, complicating skill development. 63.12% of students are at-risk and 70.54% are economically disadvantaged, creating substantial educational gaps in foundational math skills. 17.08% of students identified as Emergent Bilingual, language barriers also hinder math comprehension and engagement.

Problem Statement 2: John D. Spicer Elementary struggles with Science achievement, as only 29% of students meet or exceed grade-level standards. African American students show particularly low performance at 11%, while Hispanic students are at 29%, and White students at 40%. **Root Cause:** Although 64% of students approach grade-level standards, the low rates of meeting or exceeding standards and significant disparities across subgroups highlight the need for targeted instructional improvements and support. This data indicates a critical need for strategies to enhance Science proficiency for all students, with particular focus on the underperforming groups.

School Processes & Programs

Problem Statement 1: Data shows significant performance gaps for economically disadvantaged students. While 72% of all students meet or exceed the Approaches GL Standard, only 68% of economically disadvantaged students do. Moreover, just 39% of these students achieve the Meets GL Standard, compared to 45% overall. **Root Cause:** Limited access to educational resources, unstable home environments, and insufficient support outside of school. Such barriers can impede their ability to meet and exceed grade-level standards.

Problem Statement 2: End of year mClass screener data showed that 14% of kindergarteners had not met the standard for letter sound mastery and 36% had not mastered the standard for decoding. End of year mClass screener data for first grade showed that 24% of first graders had not met mastery for decoding. End of year mclass second grade data showed that 35% of second graders did not meet mastery for decoding. **Root Cause:** A high percentage of at-risk (63.12%) and economically disadvantaged students (70.54%), who may require more intensive, tailored support. The diverse needs of Emergent Bilingual students (17.08%) and Special Education students (17.57%) have gaps in the early literacy curriculum. Addressing these issues requires enhanced, differentiated literacy instruction and targeted interventions.

Problem Statement 3: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause:** The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

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. Meet all progress monitoring targets for grades prekindergarten - 5th in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Fountas and Pinnell, mClass, Star Renaissance, STAAR, district CBA, Circle and TEA interim's.

Strategy 1 Details
<p>Strategy 1: Provide professional development that assists teachers in the development, administration, and use of student performance data to evaluate student growth.</p> <p>Actions: 1) Time will be provided for vertical teams, interventionists, and special education staff to meet to strategically develop and organize intervention plans to use in the classroom and document with unit assessments.</p> <p>2) Ensure teachers attend district curriculum previews.</p> <p>3) Instructional facilitator will support classroom instruction in 95 Phonics for K-1 teachers and phonics curriculum for 2-3 teachers.</p> <p>4) Professional development for teachers on strategies for teaching tier 2 academic vocabulary and the planning of classroom activities that support the opportunity for students to work on listening and speaking skills.</p> <p>5) Provide professional development support on targeted small group instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and instructional facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: Title I Tutoring - 211 - Title I - \$24,223</p>

Strategy 2 Details

Strategy 2: 1) Ensure the implementation of literacy across all content areas using the district tier 1 priorities.

- Actions:** 1) Collaborate on strategies to integrate literacy components and strategies across all subjects during PLC meetings.
2) Discuss and implement strategies that build tier 2 academic vocabulary across all content during PLC meetings.
3) Integrate writing into cross-curricular content areas to enhance students' skills in constructed response writing.

Staff Responsible for Monitoring: Principal, Assistant Principal, and instructional facilitator.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Strategy 3 Details

Strategy 3: Implement a multi-tiered system of support (MTSS) to decrease the amount of students requiring tier 2 and 3 interventions for behavior.

- Actions:** 1) Implement district social emotional behavior curriculum and resources along with Conscious Discipline campus training and resources.
2) The campus leadership team will assist the campus in promoting and teaching campus-wide expectations for all staff to consistently use to address behaviors in common areas.
3) Anchor charts for teaching campus wide expectations for behavior and procedures posted throughout the school.
4) Provide professional learning and support for social emotional behavior and tiered behavior interventions with a campus Conscious Discipline team. The team will provide training during staff meetings and support for all staff throughout the year.

Staff Responsible for Monitoring: Campus leadership team, Principal, Assistant Principal, Campus Conscious Discipline Team, and Counselor.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 3

Funding Sources: Crisis Intervention Counselor - 211 - Title I - \$47,103

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years. **Root Cause:** Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.

Student Learning

Problem Statement 1: 46% of students are meeting or exceeding the Meets Grade Level (GL) Standard in Math scoring just under the state performance target of 49%. 72% of students are meeting or exceeding the Approaches GL Standard showed significant variability, with some assessments reaching 100% while others drop to 38% and 0%. **Root Cause:** The campus has a high mobility rate (26.65%). Frequent mobility disrupts learning continuity, complicating skill development. 63.12% of students are at-risk and 70.54% are economically disadvantaged, creating substantial educational gaps in foundational math skills. 17.08% of students identified as Emergent Bilingual, language barriers also hinder math comprehension and engagement.

Problem Statement 2: John D. Spicer Elementary struggles with Science achievement, as only 29% of students meet or exceed grade-level standards. African American students show particularly low performance at 11%, while Hispanic students are at 29%, and White students at 40%. **Root Cause:** Although 64% of students approach grade-level standards, the low rates of meeting or exceeding standards and significant disparities across subgroups highlight the need for targeted instructional improvements and support. This data indicates a critical need for strategies to enhance Science proficiency for all students, with particular focus on the underperforming groups.

School Processes & Programs

Problem Statement 1: Data shows significant performance gaps for economically disadvantaged students. While 72% of all students meet or exceed the Approaches GL Standard, only 68% of economically disadvantaged students do. Moreover, just 39% of these students achieve the Meets GL Standard, compared to 45% overall. **Root Cause:** Limited access to educational resources, unstable home environments, and insufficient support outside of school. Such barriers can impede their ability to meet and exceed grade-level standards.

Problem Statement 2: End of year mClass screener data showed that 14% of kindergarteners had not met the standard for letter sound mastery and 36% had not mastered the standard for decoding. End of year mClass screener data for first grade showed that 24% of first graders had not met mastery for decoding. End of year mclass second grade data showed that 35% of second graders did not meet mastery for decoding. **Root Cause:** A high percentage of at-risk (63.12%) and economically disadvantaged students (70.54%), who may require more intensive, tailored support. The diverse needs of Emergent Bilingual students (17.08%) and Special Education students (17.57%) have gaps in the early literacy curriculum. Addressing these issues requires enhanced, differentiated literacy instruction and targeted interventions.

Problem Statement 3: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause:** The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

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: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: Campus response to intervention records, Focus, parent meetings, counselor and office referrals.

Strategy 1 Details
<p>Strategy 1: 1) Implement student monitoring and support system schoolwide.</p> <p>Actions: 1) Keep and monitor school wide behavioral Multi tiered system of support (MTSS) data records and document strategies used. 2) Implement campus wide strategies, structures, and procedures from Conscious Discipline. 3) Provide ongoing professional learning to all staff on Conscious Discipline. 4) Use positive behavior intervention supports (PBIS) strategies to recognize students for positive behavior campus wide. 4) Provide families with additional supports through various organizations and resources.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, campus conscious discipline team, counselor, and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 3 - Perceptions 1</p>

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years. Root Cause: Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.</p>
School Processes & Programs
<p>Problem Statement 1: Data shows significant performance gaps for economically disadvantaged students. While 72% of all students meet or exceed the Approaches GL Standard, only 68% of economically disadvantaged students do. Moreover, just 39% of these students achieve the Meets GL Standard, compared to 45% overall. Root Cause: Limited access to educational resources, unstable home environments, and insufficient support outside of school. Such barriers can impede their ability to meet and exceed grade-level standards.</p> <p>Problem Statement 3: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. Root Cause: The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.</p>

Perceptions

Problem Statement 1: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. **Root Cause:** Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

Goal 2: 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: 2023-2024 EOY data from On Data Suite: 94.3%.
On Data Suite and Focus.

Strategy 1 Details
<p>Strategy 1: Implement a comprehensive approach to increase student attendance that involves students, parents, teachers, and the community.</p> <p>Actions: 1) Reward individual perfect attendance at quarterly school wide assemblies. Student names will be placed in a drawing for prizes and all students will be given a certificate for perfect attendance.</p> <p>2) Provide information to parents at school events regarding importance of attendance and how it is linked to academic success.</p> <p>3) Celebration on social media - A celebration notice will be sent home spotlighting students with perfect attendance. The parent will submit a picture and the student's reason they love coming to school. The picture and student expression will be posted on Spicer's social media.</p> <p>4) Individual class attendance graphs will be displayed in a centralized location to track progress toward the campus goal of 97% and discussed during announcements.</p> <p>5) Implementing Conscious Discipline routines campus wide such as "wish you well".</p> <p>6) Teachers will make phone calls to parents/guardians when students are absent.</p> <p>7) Monthly newsletters will be sent out to families to communicate school events and promote attending school, including our attendance rate.</p> <p>8) Implement rewards for classrooms that accumulate 10 days of 100% attendance.</p> <p>9) Teachers will send out our attendance statistics weekly for our campus, grade level and classroom.</p> <p>10) To address the challenge faced by families relying on transportation services, we will offer on-campus daycare. This will enable students to stay after school for tutorials, ensuring they receive needed academic support and enrichment while meeting family needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, attendance clerk, Counselor, secretary, and teachers.</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 1</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years. Root Cause: Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.</p>

School Processes & Programs
Problem Statement 3: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. Root Cause: The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.
Perceptions
Problem Statement 1: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. Root Cause: Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Increase family and community involvement through day and evening activities.

- Evaluation Data Sources:** 1) Parent surveys
2) Sign in sheets
3) Social media

Strategy 1 Details
<p>Strategy 1: Increase communication with student families and community.</p> <p>Actions: 1) Utilize Spicer's facebook page and Instagram to advertise school events and celebrate good things happening on campus. 2) Partner with the district's multilingual service department to facilitate connections with families. 3) Recruit community partners to support our students, families, and staff. 4) Provide a community newsletter using smore to communicate campus achievements, activities, upcoming events, trainings, etc with all stakeholders. 5) Use blackboard and Focus to email out important campus information. 6) Provide parent surveys at the beginning and end of school year. 7) Send out quarterly calendar of school wide events. 8) Administration will meet with PTA board once a month to discuss and plan school partner events, supports, parent involvement and recruitment.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, PTA, teachers, campus webmaster, district language specialist, and Counselor</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Family Engagement - 211 - Title I - \$1,500</p>

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. Root Cause: Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.</p>

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

Performance Objective 1: Increase the percentage of students and staff who report feeling safe and supported at school.

Evaluation Data Sources: As measured by Anonymous Alerts, annual safety survey, staff and parent surveys from campus.

Strategy 1 Details
<p>Strategy 1: Ensure all staff are compliant and current in all state, district, and campus safety procedures.</p> <p>Actions: 1) All staff will complete the district Safe Schools training. 2) Administration will track staff progress towards completion of training. 3) Complete safety trainings at staff meetings. 4) Post district safety postings in common areas.</p> <p>Staff Responsible for Monitoring: Assistant principal, campus safety committee, and principal.</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>

Strategy 2 Details

Strategy 2: Ensure a safe learning environment for all staff and students.

Actions: 1) Ensure monthly safety drills occur and that staff and students are trained and prepared for emergencies.

2) After each drill staff will receive feedback on drill effectiveness and improvements needed.

3) Navigate 360 will be used for all drills.

4) A campus safety committee will meet each month to discuss and evaluate safety concerns and practices.

5) Google form for staff to report campus concerns regarding safety concerns and/or procedures.

6) Educate students and families on Anonymous Alerts.

7) Include school safety procedures in monthly parent newsletters.

8) Increase communication from the school with all stakeholders utilizing monthly community newsletters.

9) Maintaining locked doors and completing daily and weekly door checks of inside, outside doors and gates.

10) Incorporate Conscious Discipline strategies and procedures.

11) Incorporate a dedicated campus crisis counselor to improve student and staff emotional well-being and mental health, reduce incidents of crisis situations escalating without intervention, and enhance academic performance through better emotional support.

Staff Responsible for Monitoring: Principal, assistant principal, counselors, and campus safety committee.

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Perceptions 1

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years. **Root Cause:** Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.

School Processes & Programs

Problem Statement 3: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause:** The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

Perceptions

Problem Statement 1: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. **Root Cause:** Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

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

Performance Objective 2: Build a positive and supportive staff culture, leading to increased job satisfaction, improved workplace morale, and reduced staff turnover.

Evaluation Data Sources: Staff surveys
TAPR Report
Organizational Health Survey

Strategy 1 Details
<p>Strategy 1: Design a comprehensive strategy that aims to create a positive and supportive staff culture by recognizing achievements, offering opportunities for growth, and fostering a connected and collaborative work environment.</p> <p>Actions: 1.) Establish a monthly recognition event where staff members are celebrated for their achievements, contributions, and dedication. 2.) Implement peer-nominated awards such as "Staff Member of the week" to highlight individual and team efforts. 3.) Organize monthly morale-boosting activities, such as staff potlucks, wellness days, or team-building exercises, to foster camaraderie and a positive work environment. 4.) Introduce a system of incentives, such as extra planning time, school supplies, lunch and learns, and celebrations for reaching specific goals or milestones. 5.) Regularly solicit feedback from staff through surveys and suggestion boxes to identify areas for improvement in the workplace environment. 6.) Offer targeted professional development sessions focused on areas identified by staff as important for their personal and professional growth. 7.) Implement recognition programs and provide opportunities for staff to take on leadership roles within the school, such as leading a committee or a professional learning community (PLC), to empower and engage them in school decision-making. 8.) Implement a staff wish well board and friends and family board to increase connectedness amongst staff members.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, LOL Team, and Counselor.</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. Root Cause: Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.</p>

State Compensatory

Budget for John D. Spicer Elementary

Total SCE Funds: \$162,505.00

Total FTEs Funded by SCE: 4.47

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for John D. Spicer Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Stapleton	Educational Assistant	0.33
Ashlea Martin	Teacher	0.33
Claudia Sanchez	Educational Assistant	0.33
Gaklien Mansour	Educational Assistant	0.33
Geneva Martinez	Educational Assistant	0.33
Jamie Valkoff	Educational Assistant	0.33
Jana Murphy	Teacher	0.33
Jennifer Haberer	Reading Intervention	0.33
Kelly Jo Olinger	Teacher	0.5
Manal Youhanna	Educational Assistant	0.33
Rebecca Lynch	Instructional Facilitator	1

Title I

1.1: Comprehensive Needs Assessment

The comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR data, TELPAS, universal screener results, attendance and behavior data from 2023-2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Administrators:

Amy Newland

Tara Thomas-Worthen

Teachers:

Cathy Linehan

Amy Howe

Katie Holbrook

Lisa Wolf

Carrie Goodman

Magy Gergius

Daniele Clark

Alexsus Risher

Eulia Nyabadza

Daniele Clark

Chad Morrissey

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 63.12% of students (# 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. limited English proficiency*
- 6. custody or care of the Department of Protective and Regulatory Services*
- 7. homelessness*
- 8. 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 instructional strategies and practice such as:

Fountas & Pinnell Guided reading

Reading intervention, Take Flight

Workshop model with small group targeted instruction

Conscious Discipline

Character Strong

95 Phonics Intervention

Core 95 Phonics

Increased learning time is provided through 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.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

- 1. Demographics*
- 2. Perceptions*
- 3. Student Learning*
- 4. Processes and Programs*

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

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

Administrators:

Amy Newland

Tara Thomas-Worthen

Parents:

Caiti Dowden

Staff:

Magy Gergius

Eulia Nyabadza

Alexsus Risher

Amy Howe

Cathy Linehan
Carrie Goodman
Daniele Clark

4.1: 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:

Amy Newland
Tara Thomas-Worthen

Parents:

Caiti Dowden

Staff:

Magy Gergius
Eulia Nyabadza
Alexsus Risher
Amy Howe
Cathy Linehan
Carrie Goodman
Daniele Clark

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

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Monday and Friday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2024-2025:

- *August Refresh Back to School Event (Saturday 9:00-1:00) at WG Thomas Coliseum*
- *August Meet the Teacher Night (Monday 5-6:30) on campus*

- Curriculum Night (Thursday 5-7) on campus
- September Title I Meeting/Pastries with the Principals (Friday 8:10-8:45) on campus
- September Haltom Homecoming Parade (Thursday 6-7) Haltom High School
- September Lunch with a Loved One/ Grandparents Day (Friday 10:30-1:00) on campus
- October Fall Festival (Friday 5-7) on campus
- October Awards Assembly (Friday) on campus
- November Veterans' Day Program, PTA Meeting (Monday 6:00) on campus
- November Friendsgiving and Family Movie Night (Friday 5-7) on campus
- December Reindeer Run Fun Run (Friday) on campus
- December Choir Tree Lighting (Friday) Haltom City
- December Cookie with Santa (Saturday 10-12) on campus
- December Choir Holiday Program (Monday 6:00) on campus
- January Awards Assembly (Friday) on campus
- January Family Game Night (Thursday 5-6) on campus
- February World Read Aloud Day and Story Book Parade (Wednesday) on campus
- February Valentine Dance (Thursday 5:30-7:00) on campus
- March Public School's Week activities: Book Fair on campus and Parents in PE
- March Open House (Friday morning) on campus
- March Second grade performance and PTA meeting (Monday 6:00) on campus
- March Reading, Math and Science Night (Friday 5-7) on campus
- March 3rd Quarter Awards Assembly (Friday) on campus
- April Neon Party (Friday) on campus
- April Choir Cluster Concert (Thursday) W.G. Thomas Coliseum
- May 1st grade choir performance and PTA meeting (Monday 6:00) on campus
- May Field Day (Friday) on campus
- May Talent Show (Monday 6:00) on campus
- May Career Day (Tuesday) on campus

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lisa Wolf	Crisis Intervention Counselor	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE Campus Personnel		\$162,505.00
Sub-Total					\$162,505.00
Budgeted Fund Source Amount					\$162,505.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Professional Development		\$15,000.00
1	2	1	Title I Tutoring		\$24,223.00
1	2	3	Crisis Intervention Counselor		\$47,103.00
2	2	1	Family Engagement		\$1,500.00
Sub-Total					\$87,826.00
Budgeted Fund Source Amount					\$87,826.00
+/- Difference					\$0.00
Grand Total Budgeted					\$250,331.00
Grand Total Spent					\$250,331.00
+/- Difference					\$0.00