

Birdville Independent School District

John D. Spicer Elementary

2023-2024 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 serves about 400 students in grades pre-kindergarten - fifth grade with the following demographics:

- Hispanic - Latino: 27.72%
- Asian: 10.10%
- Black - African American: 28.76%
- White: 26.94%
- Two-or-More: 6.22%
- Female: 46.37%
- Male: 53.63%

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

Spicer Elementary is a Title I campus serving

- 269 Economically Disadvantaged students
- 65 English Language Learners
- 247 At-risk students
- 70 students with disabilities
- 18.24% mobility rate

School and Community characteristics

- Spicer Elementary serves two self-contained early childhood education classrooms and two self-contained positive approach to student success classrooms.

Student Demographics 2022-2023

	Count	Percent
Gender		
Female	179	46%
Male	207	54%
Ethnicity		
Hispanic - Latino	107	28%
Race		

American Indian - Alaskan Native	1	0.26%
Asian	39	10%
Black - African American	111	29%
Native Hawaiian - Pacific Islander	0	0%
White	104	30%
Two-or-More	24	6%

Student by Program 2022-2023

	Count	Percent
Bilingual	0	0%%
Emergent Bilingual (EB)	62	16%%
Career and Technical Education (CTE)	0	0%%
Free Lunch Participation	221	57%
Reduced Lunch Participation	48	12%
Other Economically Disadvantaged	0	0%
Gifted and Talented	18	5%
Special Education (SPED)	55	14%
Title I Participation	386	100%
Dyslexia	15	4%
At Risk	247	64%
Economically Disadvantaged	269	70%
Limited English Proficient (LEP)	65	17%
Military Connected	1	0.26%
Section 504	12	3%
Intervention Indicator	185	48%

Special Education Services 2022-2023

	Count	Percent
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Primary Disabilities

Orthopedic Impairment	1	2%
Other Health Impairment	2	5%
Intellectual disability	4	7%
Emotional Disturbance	4	7%
Learning disability	10	18%
Speech impairment	19	35%
Autism	14	25%

Instructional Settings

Speech Therapy	21	38%
Mainstream	2	4%
Resource Room	18	33%
Self Contained	4	7%
Full-time Early Childhood	10	18%

Staff Information 2022-2023

Administrative Support	12	20%
Teacher	32	53%
Educational Aide	17	28%

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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 36%. According to TELPAS data, Spicer EB students exceeded the target by scoring 42%. Spicer earned 100% in closing the gaps for our ELP status indicator on 2022 designated distinction data.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Third grade performance was in the second quartile for academic achievement in RLA due to lack of progress toward masters grade level. Third and fourth grade performance was in the second quartile for academic achievement in math due to lack of progress toward masters grade level. **Root Cause:** The campus needs specific intervention plans and resources in place for EB, tier 3, and special education students to acquire tier 2 academic vocabulary that occurs across many academic subjects and strongly influence access to listening and reading comprehension.

Student Learning

Student Learning Summary

Texas Education Agency 2022 Distinction Designation Summary

- Of the 40 comparison schools, Spicer is ranked 1st: comparative Academic Growth Target (scale score of 94)
- Of the 40 comparison schools, Spicer is ranked 1st: Comparative Closing the Gaps Target (scale score of 94)
- Of the 40 comparison schools, Spicer is ranked 1st: Overall score 94
- Of the 5 eligible indicators in Quartile 1 (top Quartile), Spicer earned 3 out of 5 indicators for Academic Achievement in ELAR
- Of the 5 eligible indicators in Quartile 1 (top Quartile), Spicer earned 2 out of 5 indicators for Academic Achievement in Math
- Of the 2 eligible indicators in Quartile 1 (top Quartile), Spicer earned 1 out of 2 eligible indicators for Academic Achievement in Science
- Of the 2 eligible indicators in Quartile 1 (top Quartile), Spicer earned 2 out of 2 eligible indicators in Q1 for Postsecondary readiness

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

Student Learning Strengths

Texas Education Agency 2022 Distinction Designation Summary indicated that Spicer earned 5 out of 6 eligible distinctions designations for Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the gaps. Spicer exceeded the TELPAS progress rate target of 36% by scoring 42%, earning the top score of 10 in English language proficiency status which contributed to closing the gaps for our emergent bilingual students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Texas Education Agency 2022 Distinction Designation summary indicated that math only earned 2 of the 5 eligible indicators in Q1 (top Quartile). Evidence showed weaknesses in attendance rate and in masters grade level for grades 3 and 4. **Root Cause:** The data indicates a need for strengthening effective communication between the campus and families on the correlation of attendance and academic achievement when missing tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

At Spicer we provide Special Education through our Resource/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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students that did not make progress or advance into meets or masters grade level on STAAR in 3rd through 5th grades were typically identified as EB and special education students. **Root Cause:** An opportunity for staff to meet vertically for professional development in tier 1 priorities with a focus on vocabulary, strategies and planning of classroom activities that allow opportunities for students to work on skills such as listening and speaking. Teams need to meet to strategically develop and organize intervention plans to use in the classroom and document with Common assessments.

Problem Statement 2: End of year mClass screener data showed that 10% of kindergarteners had not met the standard for letter sound mastery and 40% had not mastered the standard for decoding. End of year mClass screener data for first grade showed that 23% of first graders had not met mastery for decoding. End of year mclass second grade data showed that 44% of second graders did not meet mastery for decoding. **Root Cause:** Kindergarten through second grade professional learning communities need to be focused on phonics strategies to implement into small group instruction. Teachers need to use mclass as common assessment data to use during planning for learning. Response to intervention collaboratives need to be focused on how to best utilize campus intervention to support students.

Problem Statement 3 (Prioritized): This campus has 64% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause:** We need a consistent school wide system in place to address common expectations and professional development focused on SEL components for staff to incorporate into classroom and campus routines that support students.

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. 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 that 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 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 address a variety of campus problems dealing with safety, logistics, and customer service.

Administration 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.

Perceptions Strengths

Our diverse population brings richness to our school by providing a depth of individual differences from our students and families.

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 64% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance.

Root Cause 1: We need a consistent school wide system in place to address common expectations and professional development focused on SEL components for staff to incorporate into classroom and campus routines that support students.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students that did not make progress or advance into meets or masters grade level on STAAR in 3rd through 5th grades were typically identified as EB and special education students.

Root Cause 2: An opportunity for staff to meet vertically for professional development in tier 1 priorities with a focus on vocabulary, strategies and planning of classroom activities that allow opportunities for students to work on skills such as listening and speaking. Teams need to meet to strategically develop and organize intervention plans to use in the classroom and document with Common assessments.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Third grade performance was in the second quartile for academic achievement in RLA due to lack of progress toward masters grade level. Third and fourth grade performance was in the second quartile for academic achievement in math due to lack of progress toward masters grade level.

Root Cause 3: The campus needs specific intervention plans and resources in place for EB, tier 3, and special education students to acquire tier 2 academic vocabulary that occurs across many academic subjects and strongly influence access to listening and reading comprehension.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Texas Education Agency 2022 Distinction Designation summary indicated that math only earned 2 of the 5 eligible indicators in Q1 (top Quartile). Evidence showed weaknesses in attendance rate and in masters grade level for grades 3 and 4.

Root Cause 4: The data indicates a need for strengthening effective communication between the campus and families on the correlation of attendance and academic achievement when missing tier 1 instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 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 5: 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 5 Areas: Perceptions

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 literacy 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 (beginning of year, middle of year and end of year) to achieve the HB3 Board Goals.

b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement that 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)

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level.</p> <p>Actions: 1) Provide trainings during professional learning communities from coaches and district personnel and resources to implement Guided/Shared reading and phonics instruction in support of all students. 2) Measure K - 5 student reading levels using Fountas & Pinnell in accordance to the testing windows. 3) Ensure the implementation of Guided Reading in all grades K - 5 and shared reading in grades K-2 using Fountas & Pinnell and implementation of new phonics instruction for grades k-1 and 2-3. 4) Use data to provide targeted support and progress monitoring. 5) Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based on academic, social, and emotional needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, and LOL team members</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Academic Coach - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided 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 academic coach will host instructional walks bi-weekly with grade level teams called Tuesday Tours. 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) Ensure all students in grades K - 5 have access to rich literature every day. 6) Staff members who have shown mastery in reading and mathematics instruction will have opportunities to present during staff meetings. 7) Provide students with focused instruction using appropriate interventions. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, and Title I Tutors Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Instructional Resources - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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) Collect, analyze and use data for progress monitoring. 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. Staff Responsible for Monitoring: Campus Administration, academic coach, and campus leaders of learners team. Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
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 post data in hallway and discuss progress at monthly PLC's. Staff Responsible for Monitoring: Principal, Assistant Principal, campus leader of learners team, and Academic Coach Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1 Funding Sources: Professional Development - 211 - Title I - \$8,187	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 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. Actions: 1) Students will take screeners such as mClass and Star Renaissance monthly, teachers will monitor progress, and discuss interventions and supports needed. 2) 3rd-5th grade teachers will use aware to create common assessments to monitor student progress in reading and math. 3) 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. 4) Teachers will use continuous improvement practices and data folders to monitor individualize progress. 5) Kindergarten and first grade will use mClass screener data as their common assessment to review monthly during professional learning communities specifically tracking decoding skills. 6) Second grade teachers will create common assessments for reading in aware. Teachers will also document and monitor progress in decoding from mClass screeners monthly. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, and Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Third grade performance was in the second quartile for academic achievement in RLA due to lack of progress toward masters grade level. Third and fourth grade performance was in the second quartile for academic achievement in math due to lack of progress toward masters grade level. **Root Cause:** The campus needs specific intervention plans and resources in place for EB, tier 3, and special education students to acquire tier 2 academic vocabulary that occurs across many academic subjects and strongly influence access to listening and reading comprehension.

School Processes & Programs

Problem Statement 1: Students that did not make progress or advance into meets or masters grade level on STAAR in 3rd through 5th grades were typically identified as EB and special education students. **Root Cause:** An opportunity for staff to meet vertically for professional development in tier 1 priorities with a focus on vocabulary, strategies and planning of classroom activities that allow opportunities for students to work on skills such as listening and speaking. Teams need to meet to strategically develop and organize intervention plans to use in the classroom and document with Common assessments.

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 Kindergarten - 5th grades 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		Reviews			
Strategy 1: Provide professional development that assists teachers in the development, administration, and use of student performance data to evaluate student growth. 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 common formative assessments. 2) Ensure RLA teachers attend district curriculum previews. 3) Academic coach will support training in 95% Phonics for K-1 teachers and phonics curriculum for 2-3 teachers. 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. 5) Federal programs tutors will provide small group instruction and inclusion support for math and reading. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, Interventionists, federal program tutors, and Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1 Funding Sources: Title I Tutoring - 211 - Title I - \$25,000, ESSER Tutoring - ESSER - \$18,590		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: 1) Ensure the implementation of literacy across all content areas using the district tier 1 priorities. Actions: 1) All staff will utilize literacy components throughout all subject areas. 2) Focus on building tier 2 academic vocabulary. 3) Incorporate writing in cross-curricular content. 4) Academic Coaches will provide training in tier 1 priorities to teachers to increase student performance levels. Staff Responsible for Monitoring: Principal, Assistant Principal, and Academic Coach Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
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 learning curriculum and resources along with Conscious Discipline campus training and resources. 2) The campus leadership team will meet to create 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 learning and tiered behavior interventions Staff Responsible for Monitoring: Campus leadership team, Principal, Assistant Principal, Counselor, and teachers Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 Funding Sources: Campus Personnel - 211 - Title I - \$39,141		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students that did not make progress or advance into meets or masters grade level on STAAR in 3rd through 5th grades were typically identified as EB and special education students. Root Cause: An opportunity for staff to meet vertically for professional development in tier 1 priorities with a focus on vocabulary, strategies and planning of classroom activities that allow opportunities for students to work on skills such as listening and speaking. Teams need to meet to strategically develop and organize intervention plans to use in the classroom and document with Common assessments.</p> <p>Problem Statement 3: This campus has 64% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. Root Cause: We need a consistent school wide system in place to address common expectations and professional development focused on SEL components for staff to incorporate into classroom and campus routines that support students.</p>

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

Performance Objective 3: 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	Reviews			
Strategy 1: 1) Implement student monitoring and support system schoolwide. 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 support systems from Conscious Discipline. Staff Responsible for Monitoring: Principal, Assistant Principal, campus positive behavior supports team, counselor, and teachers Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 Funding Sources: Professional Development - 211 - Title I - \$2,500, Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: This campus has 64% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. Root Cause: We need a consistent school wide system in place to address common expectations and professional development focused on SEL components for staff to incorporate into classroom and campus routines that support students.

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: 2022 - 2023 EOY data from On Data Suite: 95.73%.
On Data Suite, Raw Wee and Focus.

Strategy 1 Details	Reviews			
Strategy 1: Celebrate student attendance weekly in grades K - 5. Recognize student attendance each nine weeks in grades K - 5. 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. 2) We will celebrate classrooms with the highest attendance by inviting them to participate in a welcome walk at the front of the school each Friday with music, staff, and we will partner with the high school to provide students from clubs/organizations to celebrate with us. 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. 4) We will recognize our parents supporting good attendance efforts by inviting students with no more than 2 absences for the semester to a "Parent's Night Out" at the school. 5) Individual class attendance graphs will be displayed in a centralized location to track progress toward the campus goal of 97%. 6) Implementing Conscious Discipline routines campus wide such as "wish you well". Staff Responsible for Monitoring: Principal, Assistant Principal, attendance clerk, Counselor and teachers. Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Texas Education Agency 2022 Distinction Designation summary indicated that math only earned 2 of the 5 eligible indicators in Q1 (top Quartile). Evidence showed weaknesses in attendance rate and in masters grade level for grades 3 and 4. **Root Cause:** The data indicates a need for strengthening effective communication between the campus and families on the correlation of attendance and academic achievement when missing tier 1 instruction.

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		Reviews			
Strategy 1: Increase communication with student families. Actions: 1) Utilize Spicer's facebook page 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 to email out important campus information. Staff Responsible for Monitoring: Assistant Principal, Principal, and Counselor Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Family Engagement - 211 - Title I - \$766		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					





Performance Objective 2 Problem Statements:

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

Evaluation Data Sources: As measured by Anonymous Alerts and annual safety survey.

Strategy 1 Details	Reviews			
Strategy 1: Ensure all staff have completed the district Safe Schools training. Actions: 1) Keep track of staff progress towards completion of training. 2) Increased communication from the school with all stakeholders utilizing monthly community newsletters. 3) Maintaining locked doors and completing daily and weekly door checks of outside doors and gates. 4) Incorporate Conscious Discipline strategies and procedures. Staff Responsible for Monitoring: Principal, Assistant Principal, and custodian Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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 prepared. 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. Staff Responsible for Monitoring: Campus administration and campus safety team Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: This campus has 64% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. Root Cause: We need a consistent school wide system in place to address common expectations and professional development focused on SEL components for staff to incorporate into classroom and campus routines that support students.

State Compensatory

Budget for John D. Spicer Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.5

Brief Description of SCE Services and/or Programs

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Personnel for John D. Spicer Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawn Harrison	Prekindergarten Teacher	1
Jennifer Haberer	Dyslexia	0.5
Kaitlyn Holbrook	MTSS	0.5
Karen Trent	Title I Tutor for K - 2	0
Kelly Jo Olinger	Prekindergarten Teacher	1
Lisa Wolf	Crisis Counselor	0.5
Stephanie Huskey	Title I tutor # - 5	0

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

Administrators:

Rose Kebe

Cheryl Waddell

Community Member:

Mr. Vela

Mr. Rogers

Teachers:

Annell Butler

Cathy Linehan

Parent:

Chad Morrisseeey

Jaime Norris

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

Fountas & Pinnel Guided reading

Reading intervention, Take Flight

Workshop model

Conscious Discipline

Character Strong

95% Phonics

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

Administrators:

Cheryl Waddell

Rose Kebe

Parents:

Lisa Wolfe

Staff:

Judy Peresh

Chandra Todd

4.1: Develop and distribute Parent and Family Engagement Policy

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

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

Parents:

Sara Sohi

Jaime Norris

Chad Morrissey

Teachers:

Annell Butler

LaToya SIme

Mandi Araya

Administrators:

Cheryl Waddell

Rose Kebe

4.2: Offer flexible number of parent involvement meetings

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

1. Conducting a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title 1,

Part A schools. An annual meeting for Title 1, Part A parents will be held each Title 1 campus. The district will provide training for schools on Title 1, Part A and best practices in conducting the Title 1, Part A Annual Meetings where parents are informed on how funds are used on their campus for parental involvement activities.

2. Support its Title 1, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement. Capacity building activities and training (i.e. Literacy Night, Math and Science events, Homework Help) will be provided to parents to increase academic achievement through district-wide and campus efforts. The district will coordinate these efforts and strategies with other federal and state program in a variety of ways.

3. Birdville ISD is committed to working together with parents, students, the community and other stakeholders to improve student achievement. All school and district activities will promote and encourage parental involvement. Title 1, Part A schools will identify any barriers to greater participation by parents in activities of participating children with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

4. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katie Holbrook	Math Interventionist	Title I	0.5

Campus Based Leadership Team

Committee Role	Name	Position
Classroom Teacher	Carrie Goodman	
Administrator	Amy Newland	Principal
Administrator	Tara Worthen	Assistant Principal
Classroom Teacher	Mandi Araya	2nd grade teacher
Classroom Teacher	Chad Morrissey	5th grade teacher
Classroom Teacher	Eulia Kilgore	4th grade teacher
Classroom Teacher	Christi Hudson	kindergarten teacher
Classroom Teacher	Cathy Linehan	1st grade teacher
Classroom Teacher	Latoya Sims	3rd grade teacher

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coach		\$0.00
1	3	1	Crisis Counselor		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$44,777.00
+/- Difference					\$44,777.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Resources		\$1,000.00
1	1	4	Professional Development		\$8,187.00
1	2	1	Title I Tutoring		\$25,000.00
1	2	3	Campus Personnel		\$39,141.00
1	3	1	Professional Development		\$2,500.00
2	2	1	Family Engagement		\$766.00
Sub-Total					\$76,594.00
Budgeted Fund Source Amount					\$76,594.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutoring		\$18,590.00
Sub-Total					\$18,590.00
Budgeted Fund Source Amount					\$18,590.00
+/- Difference					\$0.00
Grand Total Budgeted					\$139,961.00
Grand Total Spent					\$95,184.00
+/- Difference					\$44,777.00