Birdville Independent School District

John D. Spicer Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

John D. Spicer Elementary serves about 400 students in grades prekindergarten-fifth gr

Student by Program (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	90	20.59%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	251	57.44%
Reduced Lunch Participation	34	7.78%
Other Economically Disadvantaged	2	0.46%
Gifted and Talented	20	4.58%
Special Education (SPED)	62	14.19%
Title I Participation	437	100.00%
Dyslexia	21	4.81%

Homeless Statuses		
Homeless Status Total	1	0.23%
Shelter	0	0.00%
Doubled Up	1	0.23%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Other Student Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	Count	Percent
At-Risk	104	23.80%
Economically Disadvantaged	287	65.68%
Title I Homeless	0	0.00%
Immigrant	13	2.97%
Limited English Proficient (LEP)	92	21.05%
Migrant	0	0.00%
Military Connected	3	0.69%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	28	6.41%
Intervention Indicator	178	40.73%
IEP Continuer	0	0.00%

Special Services (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	Count	Percent

Staff Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	Count	Percent
Primary Disabilities		
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Special Services (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

Staff Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

	Count	Percent
	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	6	9.68%
Auditory impairment		

- Spicer Elementary serves 369 At-risk students
- Spicer Elementary serves 40 students with disabilities
- Spicer has 18.9% mobility rate

School and Community characteristics

Student Learning

Student Learning Summary

Texas Education Agency 2018 Distinction Designation Summary

- Of the 40 comparison schools, Spicer is ranked 6th: comparative Academic Growth Targ
- Of the 40 comparison schools, Spicer is ranked 10th: Comparative Closing the Gaps Targ

School Processes & Programs

School Processes & Programs Summary

Perceptions

Perceptions Summary

Priority Problem Statements

Goals

*RDO Students will achieve their full potential through a system that is r

3HUIRUPDQFH 2EMHFWLYH Students will make at least one year's progress in reading

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, MCLASS, iStation, Education

Strategy 1 Details	Reviews			
Strategy 1: Ensure the implementation of Guided & Shared Reading in all grades K-5 using	Formative			Summative
Actions: 1) Provide trainings during PLCs from coaches and district personnel and resou Guided/Shared reading in support of all students.	Nov	Jan	Mar	June
2) Measure K-5 students reading level using Fountas & Pinnell within the 1st nine wee growth.				
Staff Responsible for Monitoring: Principal, Assistant Principal				
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**				

Strategy 2 Details	Reviews

Strategy 4 Details	Reviews
Strategy 4: P r o v i d e m u l t i p l e o p p o r t u n i t i e s f o r p a r e n t s a n d t h e	c o m m u n i t y t o b e e n g a g e d i r

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Kinder, First, and Special Education Teachers will be studying the Science of Teaching Reading through the Texas Reading Academy. **Actions:** This will be measured through their self-paced Reading Academy canvas course trainings on the Science of Teaching Reading, and working a minimum of 4 hours with Coach. In addition, they will be implementing the Science of Teaching Reading as mea artifacts they will create for the completion of the Reading Academy. **Staff Responsible for Monitoring:** Campus Admin. and Reading Academy Comprehensive Coach **Title I:** 2.4				

Strategy 8 Details	Reviews
Strategy 8: Ensure English Language Learners have access to a variety of literature resour **Actions:** 1) English Learners that exhibit literacy challenges are provided with instr Instruction during guided reading time.	**2.4**

*RDOStudents will achieve their full potential through a system that is r

*RDO Students will achieve their full potential through a system that is r

3HUIRUPDQFH 2EMHFWLYH Students will display dispositions indicative of high level survey of student perceptions.

Evaluation Data Sources: Annual "safe at school survey" and Anonymous Alerts analytics.

Strategy 1 Details	Reviews	
Strategy 1: 1) Ensure the implementation of positive behavior intervention	**Formative**	
Actions: 1) Ensure the use of student mentors throughout the campus for student emotio **Staff Responsible for Monitoring:** Campus Admin **Title I:** 2.5, 2.6		

*RDO Students will achieve their full potential through a system that is r

3HUIRUPDQFH 2EMHFWLYH Students will make at least one year's progress in math be

Evaluation Data Sources: Renaissance STAR360 and district CBAs, Education Galaxy, MCLASS and interim

Strategy 1 Details	Reviews
Strategy 1: Provide intense, prescriptive intervention for students in math. **Actions:** Math Interventionist will provide intensive math intervention. Teachers will utilize Education Galaxy online tool for support instruction.	

*RDOThe systemwillutilize efficient and effective operations to suppor

*RDO All students and staff will learn and work in a safe and responsive env

3HUIRUPDQFH 2EMHFWLYH The percentage of students and staff who report fee

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure step ladders are available in every grade level.	Formative			Summative
Actions: 1) Hang ladders in each hallway.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal				

Strategy 2 Details	Reviews			
Strategy 2: Ensure monthly safety drills occur and staff members are p	Formative			Summative
Actions: 1) After each drill staff will receive feedback on drill effectiveness and im	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administration				

0% No Progres Accomplishe Continue/Mod Discontinue

State Compensatory

Budget for John D. Spicer Elementary

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%UHDN 'HVFULSWLRQ RI 6&(6HUYLFHV DQG RU 3URJUDPV

Personnel for John D. Spicer Elementary

Name	Position	FTE
ChandraTodd	Teacher	0.5
JudyPeresh	Teacher	1
KarenTrent	TitleITutor forK-2	0
StephanieHuskey	Title i tutor#-5	0

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive Needs Assessment was completed in June 2022 based on spring survey f
data from 2022.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Administrators:

RoseKebe

CherylWaddell

CommunityMember:

Mr.Vela

Mr.Rogers

Teachers:

AnnellButler

CathyLinehan

Parent:

ChadMorrisseey

JaimeNorris

2.2: Regular monitoring and revision

-RKQ ' 6SLFHU (OHPHQWDU\

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

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 cam
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

2.5: Increased learning time and well-rounded education

Student Learning will be supported through research-based instructional strategie

Fountas & Pinnel Guided reading

MTA and SIPPS

Workshop model

Conscious Discipline

Harmony lessons

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted supp
schoolwide incentive programs, individual and class recognitions, two-way communi

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Parent and Family Engagement Plan was developed through the input and involvemen

Administrators:

Cheryl Waddell

Rose Kebe

Campus Based Leadership Team

Committee Role	Name	Position
ClassroomTeacher	Carl Classroom Teacher	

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	InterventionPersonnel		$44,777.00
1	2	2	Coach		$0.00
1	3	3	CrisisCounselor		$0.00
1	5	1	InterventionPersonnel		$0.00
				Sub-Total	$44,777.00
				Budgeted Fund Source Amount	$44,777.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	InstructionalResources		$1,500.00
1	1	3	InstructionalResources		$2,243.00
1	1	4	TitleIFamilyEngagement		$2,000.00
1	1	6	InstructionalResources		$10,000.00
1	1	6			

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	2	ESSER Tutors		$9,590.00
				Sub-Total	$18,590.00
				Budgeted Fund Source Amount	$18,590.00
				+/- Difference	$0.00
				Grand Total Budgeted	$170,131.00
				Grand Total Spent	$170,131.00
				+/- Difference	$0.00