

Birdville Independent School District
John D. Spicer Elementary
2025-2026 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>94.9%</p> <p>Student Demographics 2024-2025</p> <ul style="list-style-type: none"> • Female: 45.94% • Male: 54.06% • Hispanic - Latino: 26.22% • American Indian-Alaskan Native - 0.23% • Asian: 9.5% • Black - African American: 35.27% • Native Hawaiian-Pacific Islander - 0.46% • White: 22.74% • Two-or-More: 5.57% <p>Student Programs 2023-2024</p> <ul style="list-style-type: none"> • 11 Dyslexia - 2.55% • 21 Gifted and Talented - 5.2% • 0 Regional Day school Program for the Deaf - 0% • 9 Section 504 - 2.09% • 87 Special Education Students - 20.19% <p>Bilingual/ESL</p> <ul style="list-style-type: none"> • 92 Emergent Bilingual Students - 21.35% • 1 Bilingual - 0.23% • 56 English as a second language - 12.99% • 0 Alternative Bilingual Language Program - 0% • 0 Alternative ESL Language Program - 0% <p>Title I Part A</p> <ul style="list-style-type: none"> • 431 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% • 24 Immigrant - 5.57% • 244 Intervention Indicator - 56.61% • 0 Migrant - 0% • 6 Military Connected - 1.39% • 28 Transfer In Students - 6.49% • 0 Unschooled Asylee/Refugee - 0% • 83 mobility rate - 23.31% <p>Economic Disadvantage</p> <ul style="list-style-type: none"> • 292 Economically Disadvantaged students - 67.75% • 249 Free Meal - 57.77% • 43 Free/Reduced Priced Meals - 9.98% • 0 Other Economic Disadvantage - 0% <p>Homeless and Unaccompanied Youth</p> <ul style="list-style-type: none"> • 5 Homeless Status - 1.16% • 2 Shelter - 0.46% • 0 Doubled Up - 0% • 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 - 1.15% • 3 Other Health Impairment - 3.45% • 0 Auditory Impairment - 0% • 0 Visual Impairment - 0% • 0 Deaf-Blind - 0% • 0 Intellectual Disability - 0% • 10 Emotional Disturbance - 11.49% • 19 Learning Disability - 21.84% • 22 Speech Impairment - 25.29% • 23 Autism - 26.44% • 0 Developmental Delays - 0% • 0 Traumatic Brain Injuries - 0% • 9 Noncategorical Early Childhood - 10.34% <p>Instructional Settings</p> <ul style="list-style-type: none"> • 22 Speech Therapy - 25.29% • 0 Homebound - 0% • 0 Hospital Class - 0% • 6 Mainstream - 6.9% • 28 Resource Room - 32.18% • 0 VAC - 0% • 0 Off Home Campus - 0% • 0 State School - 0% • 0 Residential Care - 0% • 20 Self-Contained - 22.99% • 11 Full-Time Early Childhood - 12.64% • 0 Nonpublic Day School - 0% <p>Staff Information 2023-2024</p> <ul style="list-style-type: none"> • 13 Administrative Support - 19.4% • 34 Teacher - 50.75% • 20 Educational Aide - 29.85% • 0 Auxiliary - 0%
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In the 2024-2025 academic year, 63.34% of students, or 273 individuals, are considered at-risk. No students are currently in foster care or continuing with an Individualized Education Program (IEP). The student body includes 24 immigrants, representing 5.57%, and 244 students, or 56.61%, who have an intervention indicator. There are no migrant or unschooled asylee/refugee students, but 6 students, or 1.39%, are military-connected. Additionally, 28 students, or 6.49%, transferred into the school this year, and the mobility rate is 23.31%, accounting for 83 students.

Regarding economic disadvantage, 292 students, or 67.75%, fall into this category. Of these, 249 students (57.77%) receive free meals, while 43 students (9.98%) qualify for free or reduced-price meals.

When it comes to homelessness, 1.16% of the student population, or five students, have a homeless status. Of these, three students in a hotel (0.70%), and two are in a shelter (0.46%). 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 53%. Spicer earned 100% in closing the gaps for our ELP status indicator on 2024 Closing the Gap Performance Targets. In the category of Closing the Gaps, our Emergent Bilingual population exceeded the state reading goal by 4 points. Additionally, the high focus group exceeded the state goal for reading by 4 points, economically disadvantaged exceeded by 6 points, African American exceeded by 9 points, and Hispanic exceeded by 10 points.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance.

Root Cause: Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.

Student Learning

Student Learning Summary

mClass Data

64% of kindergarteners scored at or above benchmark on the composite mClass score for reading.

71% of first graders scored at or above benchmark on the composite mClass score for reading.

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

68% 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 2024-2025 performance data highlights achievement levels across various student groups. Overall, 69% of students scored at or above the "Approaches GL Standard," with 42% meeting or exceeding the "Meets GL Standard," and 20% achieving the "Masters GL Standard."

Key Insights:

- **African American Students:** 67% scored at or above the "Approaches GL Standard," with 37% meeting the "Meets GL Standard" and 15% reaching the "Masters GL Standard."
- **Hispanic Students:** 65% achieved at or above the "Approaches GL Standard," with 42% meeting the "Meets GL Standard" and 21% 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 65%, with 35% meeting the "Meets GL Standard" and 17% 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 white students.
- **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:** 69% of all students, with varied performance across groups. African American and Hispanic students performed at 67% and 65%, respectively, while the high focus group achieved 65%.
- **Meets GL Standard or Above:** 42% of all students met this standard, with African American students at 37% and Hispanic students at 42%. The high focus group had a lower percentage at 35%.
- **Masters GL Standard:** 20% of all students reached this level. African American students had 15% and Hispanic students 21%, whereas the high focus group achieved 17%.

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 72%. The high focus group had a lower performance rate at 70%.
- **Mathematics:** 70% of students achieved the "Approaches GL Standard or Above," with African American students at 64% and Hispanic students at 67%. The high focus group had a rate of 65%.
- **Science:** 53% of students met the "Approaches GL Standard or Above," with African American students at 55% and Hispanic students at 39%. The high focus group performed at 49%.

Action Steps:

1. **Focus on Closing Achievement Gaps:** Address the lower performance among Hispanic 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):

- **2025 Achievement:** 48% of students met or exceeded the "Meets GL Standard," with African American students at 43% and Hispanic students at 49%.
- **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 82% overall, with African American students at 43% meets and above and Hispanic students at 49% meets and above.

Action Steps:

1. **Enhance Instruction:** Focus on strategies to improve achievement in RLA and Mathematics
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 2025. Spicer EB students exceeded the target by scoring 53%. 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 4 points. This group also met the state reading goal of 62%.

Economically disadvantaged students performed higher than the state target by 9 points in reading by 8% in reading and 2% in math.

John D. Spicer Elementary demonstrates notable strengths in student learning, particularly in Reading/Language Arts (RLA) and Mathematics. The school's commitment to targeted interventions and instructional improvements has resulted in solid performance outcomes, including 42% Meeting Grade Level or above in RLA and 46% 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): Students scored 3% below the performance measure goal in both Reading and Math STAAR assessments, indicating a need for targeted instruction and interventions to improve overall achievement and close the gap to meet state expectations.

Root Cause: The campus has a high mobility rate (25.72%). Frequent mobility disrupts learning continuity, complicating skill development. 63.4% of students are at-risk and 67.75% are economically disadvantaged, creating substantial educational gaps in foundational skills. 21.35% of students identified as Emergent Bilingual, language barriers also hinder math and reading comprehension.

Problem Statement 2 (Prioritized): Our campus 5th grade Science STAAR scores were well below target, with only 12.3% of students meeting or mastering expectations. All subgroups are performing under state targets, highlighting gaps in content mastery and instructional effectiveness that require targeted support and interventions.

Root Cause: Low 5th grade Science STAAR scores stem from gaps in content mastery, limited academic vocabulary, difficulty with constructed responses and academic language, challenges for emergent bilinguals, and struggles interpreting pictures and models, compounded by insufficient hands-on lab experiences.

Problem Statement 3 (Prioritized): On the Reading STAAR, 51.3% of students scored 0 and 4.3% scored 1 on the extended constructed response, indicating a critical need for targeted instruction in writing, comprehension, and academic language to improve student performance.

Root Cause: Low extended response scores stem from limited cross-curricular writing time, difficulty answering prompts, challenges locating and explaining evidence, underdeveloped academic vocabulary, and inconsistent modeling of constructed responses across content areas.

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 has shown a 1.6% increase in attendance rate of 94.9%, 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 92 Emergent Bilingual students and 92 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): Only 46% of students met the closing-the-gap target in Math, falling 3% below the campus goal, highlighting the need for strengthening tier 1 instruction and targeted interventions to support student growth and improve overall performance.

Root Cause: The gap in Math performance is driven by inconsistent Tier 1 instruction, limited targeted interventions, and gaps in foundational skills, which prevent students from meeting the closing-the-gap target and achieving grade-level proficiency.

Problem Statement 2 (Prioritized): Seventeen percent of K-2 students scored well below standard on the end-of-year mClass assessment. Kindergarten had the lowest percentage at or above grade level, first grade met the target, and second grade fell just 1% below the goal, highlighting a need for targeted support in early literacy.

Root Cause: High percentages of at-risk (63.4%), economically disadvantaged (67.75%), and Emergent Bilingual students (21.35%), including 18% of K-1 students at risk for dyslexia, have gaps in early literacy. Addressing these needs requires differentiated instruction and targeted interventions to ensure grade-level proficiency.

Problem Statement 3 (Prioritized): This campus has 63.4% 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.

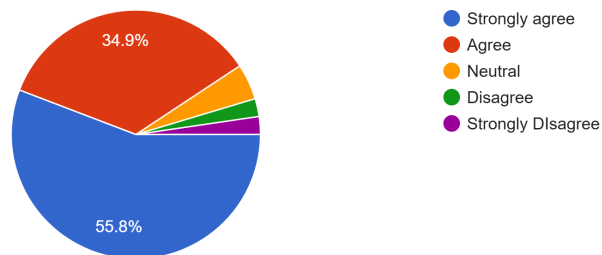
Perceptions

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:

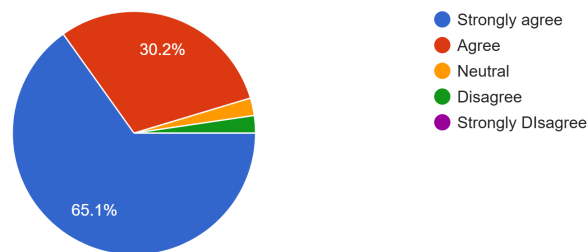
School Environment: My child feels safe and happy at school.

43 responses



Our dismissal procedures are safe and effective?

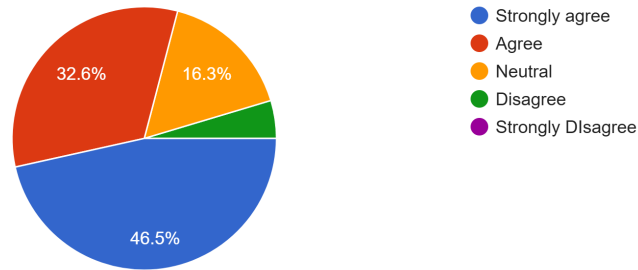
43 responses



The majority of respondents, 55.8%, strongly agree that their child feels safe and happy at school, indicating a high level of satisfaction with the school environment. Additionally, 34.9% of respondents agree, further supporting the positive sentiment. A small percentage, 5%, remain neutral on the topic, while 2.3% disagree and another 2.3% 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, 65.1%, strongly agree that the dismissal procedures are safe and effective, suggesting a generally positive assessment of the process. Another 30.2% agree, reinforcing the overall favorable opinion. A small percentage, 2.3%, remain neutral, while 2.3% disagree and another 0% strongly disagree. Overall, the responses reflect that most participants view the dismissal procedures as safe and effective, with a small minority expressing concerns.

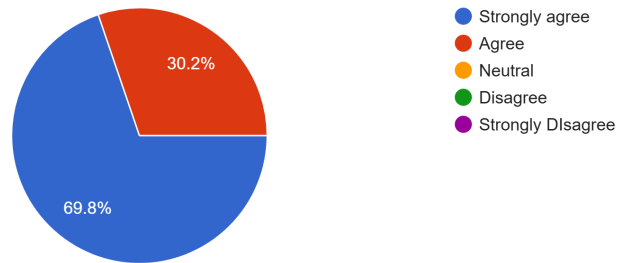
The school has improved my child's social skills.

43 responses



Our building is clean and well maintained.

43 responses

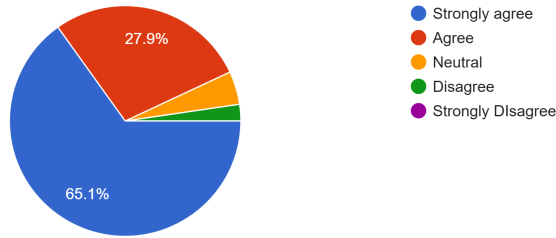


The majority of respondents, 46.5%, strongly agree that the school has improved their child's social skills, indicating a positive impact in this area. Another 32.6% agree, further supporting this view. A smaller portion, 16.3%, remain neutral, while 4.7% disagree and another 0% strongly disagree. Overall, 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, 69.8%, strongly agree that the building is clean and well-maintained, reflecting a positive assessment of the facility's upkeep. An additional 30.2% agree, further supporting this favorable view. 0% 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.

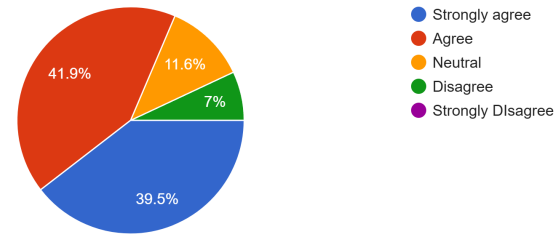
43 responses



The majority of respondents, 65.1%, strongly agree that the school environment is caring and supportive, indicating a highly positive perception. Another 28% agree, further emphasizing the favorable sentiment. A small percentage, 5%, remain neutral, while 2.3% 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.

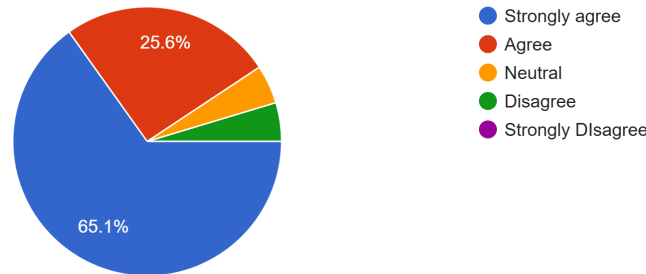
43 responses



The majority of respondents, 39.5%, strongly agree that their child receives the attention needed in the classroom, indicating a strong level of satisfaction. Additionally, 41.9% agree, supporting the positive sentiment. A smaller portion, 11.6%, remain neutral, while 7% disagree and 0% 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.

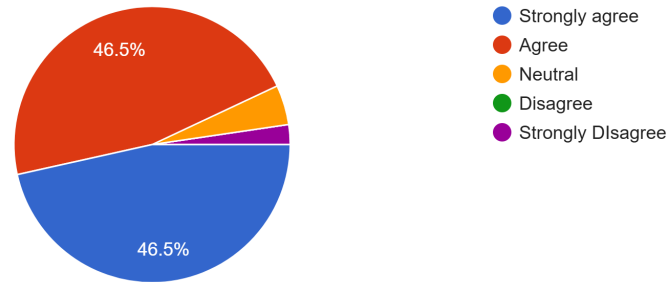
I feel welcome at my child's school.

43 responses



My child is learning a lot in school this year.

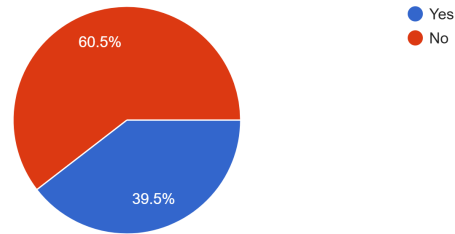
43 responses



The majority of respondents, 65.1%, strongly agree that they feel welcome at their child’s school, reflecting a positive and inclusive atmosphere. An additional 25.6% 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.

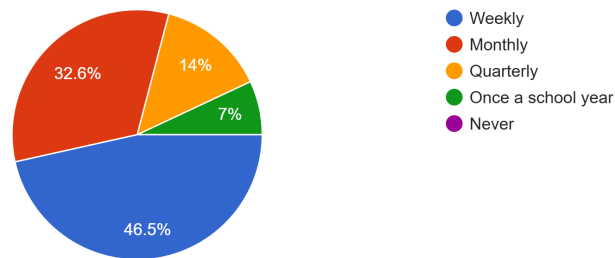
The majority of respondents, 46.5%, strongly agree that their child is learning a lot in school this year, reflecting a strong sense of academic progress. Another 46.5% agree, further supporting this view. A smaller portion, 5%, remain neutral, while 2% strongly disagree. Overall, the responses indicate 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.
43 responses

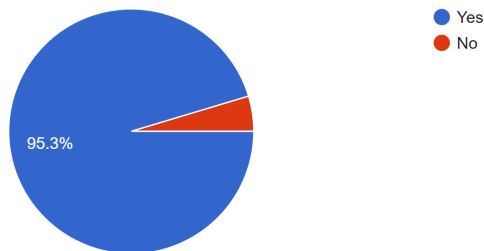


Out of the responses, 39.5% are in favor of after-school daycare at Spicer provided by Spicer staff, indicating a significant level of interest. In contrast, 61% are not interested. Overall, there was not a notable interest in the after-school daycare program, most of our families rely on the bus transportation.

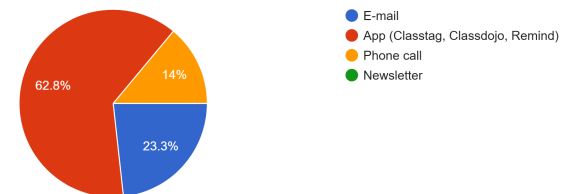
Communication: How often do you communicate with your child teacher.
43 responses



Does the teacher respond in timely manner
43 responses

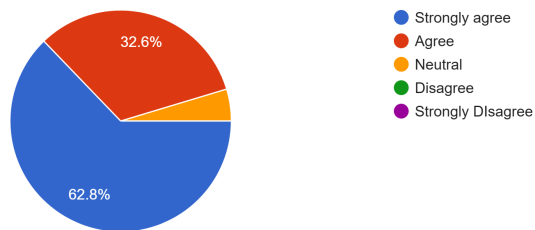


How would you like your child's teacher to communicate with you?
43 responses

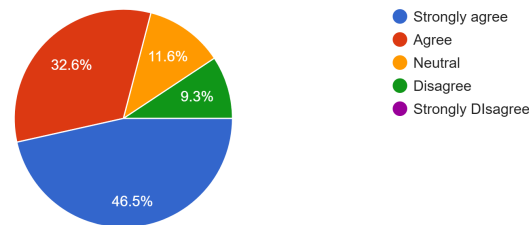


The majority of respondents, 46.5%, communicate with their child’s teacher on a weekly basis, indicating frequent and regular contact. Additionally, 32.6% communicate monthly, reflecting less frequent but still regular interactions. A smaller portion, 14%, communicate quarterly, while 7% either never 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. 95.3%, reported that the teacher responds in a timely manner. This 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 62.8% indicating this preference. E-mail is the second most preferred method, chosen by 23.3% of respondents. Phone calls are the least preferred, with only 14% 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.

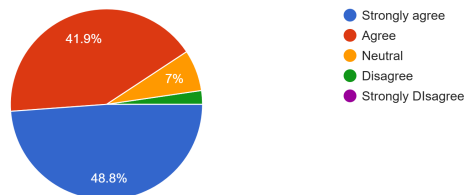
I feel comfortable discussing my child's needs with teachers and staff.
43 responses



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



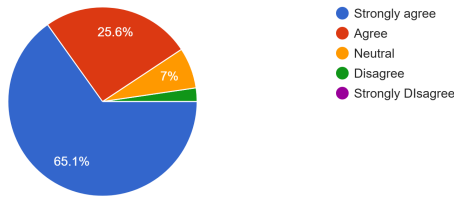
My child can get the resources he/she needs to be successful.
43 responses



The majority of respondents, 46.5%, 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, 32.6% agree, further supporting this positive view. A smaller portion, 11.6%, are neutral, and 9.3% 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, 62.8%, strongly agree that they feel comfortable discussing their child’s needs with teachers and staff, indicating a high level of confidence in communication. Additionally, 32.6% agree, further supporting this positive sentiment. A smaller portion, 4.7%, remain neutral, and none 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, 48.8%, strongly agree that their child can get the resources needed to be successful, reflecting a strong belief in the availability of necessary support. Additionally, 41.9% agree, further supporting this positive view. A smaller portion, 7%, remain neutral, while 2.3% disagree and none strongly 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.

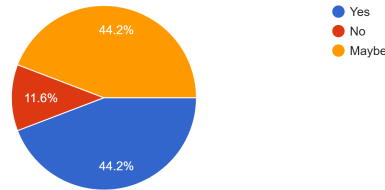
The school encourages parent involvement in school activities.

43 responses



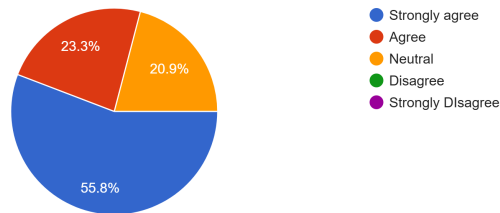
I would be interested in helping in the school.

43 responses



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

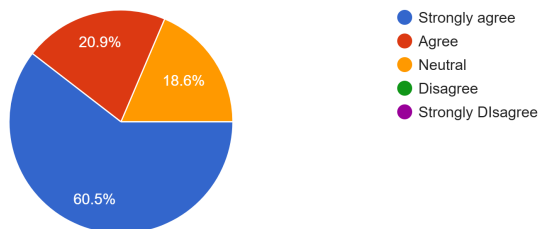
43 responses



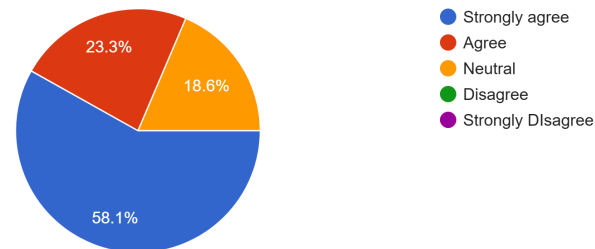
The majority of respondents, 55.8%, strongly agree that they follow the school on Facebook and find it helpful, indicating a high level of satisfaction with the school’s social media presence. An additional 23.3% agree, further supporting the positive view. A smaller portion, 20.9%, are neutral, and no disagreement. 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, 65.1%, strongly agree that the school encourages parent involvement in school activities, reflecting a strong perception of support for parental engagement. Additionally, 25.6% agree, further reinforcing this positive view. A smaller portion, 7%, remain neutral, and 2.3% 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, 44.2%, expressed interest in helping at the school, indicating a strong willingness to get involved. Additionally, 44.2% are unsure, reflecting a cautious or uncertain interest. A smaller portion, 11.6%, 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.

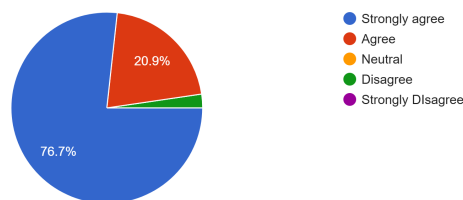
The principal or assistant principal is available to parents and willing to listen.
43 responses



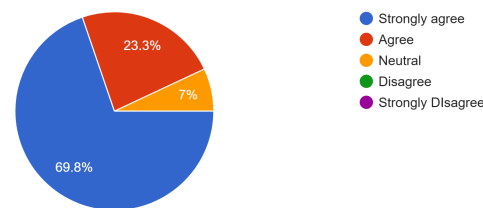
The school counselor provides support to my child when needed.
43 responses



The front office staff is welcoming and helpful.
43 responses



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



The majority of respondents, 60.5%, 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, 20.9% agree, further supporting this positive view. A smaller portion, 18.6%, remain neutral, and there was no disagreement. Overall, the responses suggest that most participants feel that the school leadership is approachable and attentive to parent concerns.

The majority of respondents, 58.1%, strongly agree that the school counselor provides support to their child when needed, indicating a high level of satisfaction with the counseling services. Additionally, 23.3% agree, further supporting this positive view. A smaller portion, 18.6%, remain neutral, and no disagreement. Overall, the responses suggest that most participants feel the school counselor is effective in offering necessary support.

The majority of respondents, 76.7%, strongly agree that the front office staff is welcoming and helpful, indicating a high level of satisfaction with their service. Additionally, 20.9% agree, further reinforcing this positive assessment. A small portion, 0%, remain neutral, with 2.3% 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, 69.8%, 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, 23.3% agree, further supporting this positive view. A small portion, 7%, 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 Reading, Math and Science Night where families can interact with staff and learn games that reinforce learning with their child.

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 culture committee that provides emotional support to our staff, plan events for our campus community, and help build positive culture. 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. Our culture committee works to invite a variety of community helpers to attend at our curriculum night to assist families with needs they might have.

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, Haltom High School Pals, collaboration with community partners such as Mercy Cares and The Tree to provide supports for our families, 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 63.4% 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: Only 46% of students met the closing-the-gap target in Math, falling 3% below the campus goal, highlighting the need for strengthening tier 1 instruction and targeted interventions to support student growth and improve overall performance.

Root Cause 2: The gap in Math performance is driven by inconsistent Tier 1 instruction, limited targeted interventions, and gaps in foundational skills, which prevent students from meeting the closing-the-gap target and achieving grade-level proficiency.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students scored 3% below the performance measure goal in both Reading and Math STAAR assessments, indicating a need for targeted instruction and interventions to improve overall achievement and close the gap to meet state expectations.

Root Cause 3: The campus has a high mobility rate (25.72%). Frequent mobility disrupts learning continuity, complicating skill development. 63.4% of students are at-risk and 67.75% are economically disadvantaged, creating substantial educational gaps in foundational skills. 21.35% of students identified as Emergent Bilingual, language barriers also hinder math and reading comprehension.

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: Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance.

Root Cause 5: Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our campus 5th grade Science STAAR scores were well below target, with only 12.3% of students meeting or mastering expectations. All subgroups are performing under state targets, highlighting gaps in content mastery and instructional effectiveness that require targeted support and interventions.

Root Cause 6: Low 5th grade Science STAAR scores stem from gaps in content mastery, limited academic vocabulary, difficulty with constructed responses and academic language, challenges for emergent bilinguals, and struggles interpreting pictures and models, compounded by insufficient hands-on lab experiences.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Seventeen percent of K-2 students scored well below standard on the end-of-year mClass assessment. Kindergarten had the lowest percentage at or above grade level, first grade met the target, and second grade fell just 1% below the goal, highlighting a need for targeted support in early literacy.

Root Cause 7: High percentages of at-risk (63.4%), economically disadvantaged (67.75%), and Emergent Bilingual students (21.35%), including 18% of K-1 students at risk for dyslexia, have gaps in early literacy. Addressing these needs requires differentiated instruction and targeted interventions to ensure grade-level proficiency.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: On the Reading STAAR, 51.3% of students scored 0 and 4.3% scored 1 on the extended constructed response, indicating a critical need for targeted instruction in writing, comprehension, and academic language to improve student performance.

Root Cause 8: Low extended response scores stem from limited cross-curricular writing time, difficulty answering prompts, challenges locating and explaining evidence, underdeveloped academic vocabulary, and inconsistent modeling of constructed responses across content areas.

Problem Statement 8 Areas: Student Learning

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

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

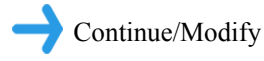
Strategy 1 Details	Reviews			
<p>Strategy 1: Implement schoolwide student monitoring and support systems to reduce the number of students requiring MTSS Tier 2 and 3. Use data to identify needs, provide targeted interventions, track progress, and adjust supports through PLCs and leadership team reviews.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Keep and monitor school wide behavioral and academic 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. 5. Provide families with additional supports through various organizations and resources. 6. RTI collaborative meetings once a quarter to monitor student progress in behavior. 7. Title I tutor for pulling small groups for tiered students. 8. Work with teachers to identify gaps in student data to form small groups during RTI and PLC meetings. 9. 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. 10. Anchor charts for teaching campus wide expectations for behavior and procedures posted throughout the school. 11. Implement student data folders and hold regular teacher-student data conferences to review progress, set goals, and empower students to take ownership of their learning and growth. 12. Before and/or after school tutoring. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, campus conscious discipline team, counselor, and Instructional Facilitator</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: Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students scored 3% below the performance measure goal in both Reading and Math STAAR assessments, indicating a need for targeted instruction and interventions to improve overall achievement and close the gap to meet state expectations. **Root Cause:** The campus has a high mobility rate (25.72%). Frequent mobility disrupts learning continuity, complicating skill development. 63.4% of students are at-risk and 67.75% are economically disadvantaged, creating substantial educational gaps in foundational skills. 21.35% of students identified as Emergent Bilingual, language barriers also hinder math and reading comprehension.

Problem Statement 2: Our campus 5th grade Science STAAR scores were well below target, with only 12.3% of students meeting or mastering expectations. All subgroups are performing under state targets, highlighting gaps in content mastery and instructional effectiveness that require targeted support and interventions. **Root Cause:** Low 5th grade Science STAAR scores stem from gaps in content mastery, limited academic vocabulary, difficulty with constructed responses and academic language, challenges for emergent bilinguals, and struggles interpreting pictures and models, compounded by insufficient hands-on lab experiences.

Problem Statement 3: On the Reading STAAR, 51.3% of students scored 0 and 4.3% scored 1 on the extended constructed response, indicating a critical need for targeted instruction in writing, comprehension, and academic language to improve student performance. **Root Cause:** Low extended response scores stem from limited cross-curricular writing time, difficulty answering prompts, challenges locating and explaining evidence, underdeveloped academic vocabulary, and inconsistent modeling of constructed responses across content areas.

School Processes & Programs

Problem Statement 1: Only 46% of students met the closing-the-gap target in Math, falling 3% below the campus goal, highlighting the need for strengthening tier 1 instruction and targeted interventions to support student growth and improve overall performance. **Root Cause:** The gap in Math performance is driven by inconsistent Tier 1 instruction, limited targeted interventions, and gaps in foundational skills, which prevent students from meeting the closing-the-gap target and achieving grade-level proficiency.

Problem Statement 2: Seventeen percent of K-2 students scored well below standard on the end-of-year mClass assessment. Kindergarten had the lowest percentage at or above grade level, first grade met the target, and second grade fell just 1% below the goal, highlighting a need for targeted support in early literacy. **Root Cause:** High percentages of at-risk (63.4%), economically disadvantaged (67.75%), and Emergent Bilingual students (21.35%), including 18% of K-1 students at risk for dyslexia, have gaps in early literacy. Addressing these needs requires differentiated instruction and targeted interventions to ensure grade-level proficiency.

Problem Statement 3: This campus has 63.4% 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: All students will make at least one year's growth in reading and mathematics by the end of the school year. This includes meeting progress monitoring targets in PreK-5 for all demographic groups as measured by district-approved screeners (BOY, MOY, EOY), improving performance in Domain 3 Closing the Gaps, increasing the number of students achieving "meets" and "masters" on STAAR/EOC assessments, and closing achievement gaps for all underperforming student groups.

Evaluation Data Sources: CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 2-5 and mathematics, grades 1-5), district reading and math common assessments and mid-module for grades 1-5 and kindergarten module checklists for math.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development that assists teachers in the development, administration, and use of student performance data to evaluate student growth and enhance instructional practices.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Ensure teachers attend district curriculum previews and professional development throughout the year. 2. Provide instructional facilitator support for Blue Bonnet Math, 95 Phonics (K-1), and phonics curriculum (Grades 2-3). 3. Offer professional development on Tier 2 academic vocabulary, small group instruction, and planning activities that support listening and speaking skills. 4. Teachers will utilize print and digital literature resources to support literacy across the curriculum. 5. Conduct instructional walks led by administration and instructional facilitator to observe vertical alignment and peer practices. 6. Create digital feedback forms for staff to communicate on instructional practices. 7. Highlight staff mastery by having teachers present best practices in Reading and Math during staff meetings, weekly PLC's and monthly vertical team meetings. 8. Track student progress using PDSA cycles with unit assessments and district common assessments. 9. Implement student data folders and hold regular teacher-student data conferences to review progress, set goals, and empower students to take ownership of their learning and growth. 10. Use PLC and data to plan focused instruction and targeted interventions. 11. Schedule 2 power planning days a quarter for teachers to internalize and collaborate on math, reading, and science instruction. 12. Use tier 1 priorities for academic vocabulary instruction. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional facilitator, and Leader of Learners.</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure the consistent implementation of literacy across all content areas by aligning instruction with district Tier 1 priorities, with a targeted focus on student mastery of constructed responses.</p> <p>Actions: 1. Collaborate on strategies to integrate literacy components 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. 4. Instructional leaders will provide ongoing professional development, monitor implementation through classroom walkthroughs and PLC collaboration. 5. Use student work samples to assess progress in literacy integration and constructed response quality. 6. Teachers will integrate reading, writing, speaking, and critical thinking opportunities into daily lessons across disciplines to strengthen comprehension, academic vocabulary, and written communication. 7. 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>Staff Responsible for Monitoring: Assistant principal, principal, instructional facilitator, and teachers</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students scored 3% below the performance measure goal in both Reading and Math STAAR assessments, indicating a need for targeted instruction and interventions to improve overall achievement and close the gap to meet state expectations. Root Cause: The campus has a high mobility rate (25.72%). Frequent mobility disrupts learning continuity, complicating skill development. 63.4% of students are at-risk and 67.75% are economically disadvantaged, creating substantial educational gaps in foundational skills. 21.35% of students identified as Emergent Bilingual, language barriers also hinder math and reading comprehension.</p>
<p>Problem Statement 2: Our campus 5th grade Science STAAR scores were well below target, with only 12.3% of students meeting or mastering expectations. All subgroups are performing under state targets, highlighting gaps in content mastery and instructional effectiveness that require targeted support and interventions. Root Cause: Low 5th grade Science STAAR scores stem from gaps in content mastery, limited academic vocabulary, difficulty with constructed responses and academic language, challenges for emergent bilinguals, and struggles interpreting pictures and models, compounded by insufficient hands-on lab experiences.</p>
<p>Problem Statement 3: On the Reading STAAR, 51.3% of students scored 0 and 4.3% scored 1 on the extended constructed response, indicating a critical need for targeted instruction in writing, comprehension, and academic language to improve student performance. Root Cause: Low extended response scores stem from limited cross-curricular writing time, difficulty answering prompts, challenges locating and explaining evidence, underdeveloped academic vocabulary, and inconsistent modeling of constructed responses across content areas.</p>
School Processes & Programs
<p>Problem Statement 1: Only 46% of students met the closing-the-gap target in Math, falling 3% below the campus goal, highlighting the need for strengthening tier 1 instruction and targeted interventions to support student growth and improve overall performance. Root Cause: The gap in Math performance is driven by inconsistent Tier 1 instruction, limited targeted interventions, and gaps in foundational skills, which prevent students from meeting the closing-the-gap target and achieving grade-level proficiency.</p>

School Processes & Programs

Problem Statement 2: Seventeen percent of K-2 students scored well below standard on the end-of-year mClass assessment. Kindergarten had the lowest percentage at or above grade level, first grade met the target, and second grade fell just 1% below the goal, highlighting a need for targeted support in early literacy. **Root Cause:** High percentages of at-risk (63.4%), economically disadvantaged (67.75%), and Emergent Bilingual students (21.35%), including 18% of K-1 students at risk for dyslexia, have gaps in early literacy. Addressing these needs requires differentiated instruction and targeted interventions to ensure grade-level proficiency.

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) to 96% by improving student retention, supporting consistent daily attendance, and implementing strategies for student recruitment and engagement compared to the prior school year.

Evaluation Data Sources: On Data Suite

Focus

Project Education

3 week data attendance tracker organized by classroom

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a comprehensive approach to increase student attendance that involves students, parents, teachers, and the community.</p> <p>Actions:</p> <ol style="list-style-type: none"> 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. Provide information to parents at school events regarding importance of attendance and how it is linked to academic success. 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. Individual class attendance graphs will be displayed in a centralized location to track progress toward the campus goal of 96% and discussed during announcements. Implementing Conscious Discipline routines campus wide such as "wish you well". Teachers will make phone calls to parents/guardians when students are absent. Monthly newsletters will be sent out to families to communicate school events and promote attending school, including our attendance rate. Implement rewards for classrooms that accumulate 10 days of 100% attendance. Administration will collaborate with parents of students with three or more unexcused absences to develop individualized plans that address barriers and support consistent school attendance. Establish a campus attendance committee of staff members to meet monthly to review attendance data, monitor progress toward the campus goal, and plan or adjust strategies to improve student attendance. Make plans that specifically target PreK families to strengthen school-home partnerships and promote a culture of learning and consistent attendance through events, education, and regular communication. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, attendance clerk, Counselor, teachers, and campus attendance committee</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, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance. **Root Cause:** Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.

School Processes & Programs

Problem Statement 1: Only 46% of students met the closing-the-gap target in Math, falling 3% below the campus goal, highlighting the need for strengthening tier 1 instruction and targeted interventions to support student growth and improve overall performance. **Root Cause:** The gap in Math performance is driven by inconsistent Tier 1 instruction, limited targeted interventions, and gaps in foundational skills, which prevent students from meeting the closing-the-gap target and achieving grade-level proficiency.





Problem Statement 2: Seventeen percent of K-2 students scored well below standard on the end-of-year mClass assessment. Kindergarten had the lowest percentage at or above grade level, first grade met the target, and second grade fell just 1% below the goal, highlighting a need for targeted support in early literacy. **Root Cause:** High percentages of at-risk (63.4%), economically disadvantaged (67.75%), and Emergent Bilingual students (21.35%), including 18% of K-1 students at risk for dyslexia, have gaps in early literacy. Addressing these needs requires differentiated instruction and targeted interventions to ensure grade-level proficiency.

Problem Statement 3: This campus has 63.4% 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 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Increase family and community involvement by offering engagement opportunities that are accessible to all families, fostering strong school partnerships and supporting student success.

Evaluation Data Sources: Event attendance records (sign-in sheets for day and evening activities)
Parent surveys measuring satisfaction, engagement, and perceived accessibility
PTA participation logs and records of collaborative events
Social media metrics (reach, likes, shares, engagement with school posts)
Volunteer hours contributed by families and community members
Feedback from staff regarding family and community involvement
Number and diversity of partnerships with local businesses and organizations
Follow-up participation trends across multiple events to track growth over time

Strategy 1 Details	Reviews			
<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. Utilize sign-in sheets to track participation in events. 9. Leverage social media to share activities and build partnerships with community businesses. 10. Offer a mix of day and evening events to increase accessibility. 11. Partner with local organizations to host family learning nights. 12. Provide translation/interpretation and childcare to reduce barriers to involvement. 13. Recognize and celebrate family and community contributions at school events. 14. Partner with the PTA to strengthen its presence on campus through event collaboration and staff support initiatives. 15. Campus leadership will meet monthly with the PTA board to plan schoolwide parent engagement activities and student events 16. Host a Reading, Math, and Science Night on campus to engage families, provide resources, and promote at-home practice of student skills across core subjects.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, PTA, teachers, campus webmaster, district language specialist, and Counselor</p> <p>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: Demographics 1 - School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: Family Engagement - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance. **Root Cause:** Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.

School Processes & Programs

Problem Statement 3: This campus has 63.4% 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 1: Ensure that 100% of students, staff, and families feel safe, supported, and valued at school by fostering a positive school climate, implementing proactive social-emotional learning, and maintaining consistent safety practices.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all staff are compliant and current in all state, district, and campus safety procedures.</p> <p>Actions:</p> <ol style="list-style-type: none"> Partner with the SRO to lead safety trainings for staff, students, and families on emergency procedures and crisis response. Involve the SRO in monthly safety committee meetings to review data and update campus safety plans. Conduct regular campus safety walk-throughs with the SRO to identify and address potential risks. Provide student education sessions with the SRO on digital safety, bullying prevention, and conflict resolution. Collaborate with the SRO to strengthen community partnerships with local law enforcement and emergency services. Utilize the SRO to support schoolwide safety drills and ensure compliance with district and state requirements. Conduct an annual review of all state, district, and campus safety procedures with staff. Maintain a tracking system to monitor staff completion of required safety trainings and certifications in Safe Schools. Provide regular refresher trainings and updates on changes to safety policies. Integrate safety procedure reviews into staff meetings and professional development days. Conduct monthly drills (fire, lockdown, severe weather) to ensure staff readiness and compliance. Campus safety committee will meet once a month to discuss campus data and collaborate on proactive measures to keep the campus safe. Communicate reminders and updates via email, teams, and newsletters to ensure awareness. Substitutes are given a folder with campus safety information when they receive their key from the secretary. Safety plans and campus maps are updated and included in Raptor. Each classroom has an emergency backpack that maintains a student roster, campus emergency plan, maps, and emergency supplies. The nurse will train the campus AED team, monitor the emergency supply bag, and ensure the AED machine is in working order. The administration team keeps record of staff emergency contacts and information. Raptor will be used for all drills. Include school safety procedures in monthly parent newsletters and communication. <p>Staff Responsible for Monitoring: Assistant principal, campus safety committee, SRO, and principal.</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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure a safe and supportive learning environment for all staff and students by maintaining compliance with safety procedures, promoting a positive school culture, and implementing proactive prevention and response measures.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. After each drill staff will receive feedback on drill effectiveness and improvements needed. 2. Google form for staff to report campus concerns regarding safety concerns and/or procedures. 3. Educate students and families on Anonymous Alerts. 4. Maintaining locked doors and completing daily and weekly door checks of inside, outside doors and gates. 5. Incorporate Conscious Discipline strategies and procedures campus wide. 6. 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. 7. Counseling lessons presented monthly by the counselor to all students. 8. Threat assessment committee meets once a week to review student plans. 9. Students receive Character Strong lessons in their classrooms each week. 10. We celebrate Colt with Character every Friday and Strong Students once a quarter. 11. Implementing Academy 4 to build strong leadership in fourth grade. 12. Engage the 4th and 5th grade leadership team to support younger students, model the school mission, and promote safety procedures through service and communication across campus. 13. Bullying committee meets once a quarter. 14. Each classroom has a safe place for students and our campus has a designated safe place for staff to help with emotional regulation. <p>Staff Responsible for Monitoring: Principal, assistant principal, counselors, SRO, and campus safety committee.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance. Root Cause: Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.</p>

School Processes & Programs

Problem Statement 3: This campus has 63.4% 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, while also fostering an inviting school environment where families and community members feel welcomed, engaged, and eager to participate in the life of the school.


Evaluation Data Sources: Staff surveys

TAPR Report

Organizational Health survey

Parent and community surveys

Strategy 1 Details	Reviews			
<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:</p> <ol style="list-style-type: none"> 1. Establish a monthly recognition during staff meetings where staff members are celebrated for their achievements, contributions, birthdays, 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. 9. Implement staff surveys and feedback opportunities to guide campus culture initiatives. 10. Host family and community events that encourage active participation and partnerships. 11. Strengthen communication with families through multiple platforms to ensure accessibility. 12. Partner with the PTA and community organizations to support staff and student initiatives. 13. Create opportunities for families and community members to volunteer and serve on campus committees. 14. The campus will partner with community churches, businesses, and other organizations such as The Tree, Mercy Cares, Christ Haven, etc. to provide supports for our students and their families. 15. Partner with Academy 4 and Haltom City Church to provide mentors and Academy 4 program to our fourth graders and increase volunteers in our school. <p>Staff Responsible for Monitoring: Principal, assistant principal, LOL Team, and Counselor.</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance. Root Cause: Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.</p>

School Processes & Programs

Problem Statement 3: This campus has 63.4% 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.

State Compensatory

Budget for John D. Spicer Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 4.47

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>
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

Title I Personnel

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