Birdville Independent School District

John D. Spicer Elementary

2026-2027 Initial 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:

Attendance

94.9%

Student Demographics 2025-2026

- **Student Total Population: 441**
- **Female: 46.49%**
- **Male: 53.51%**
- **Hispanic - Latino: 29.2%**
- **American Indian-Alaskan Native - 0%**
- **Asian: 9.3%**
- **Black - African American: 32.2%**
- **Native Hawaiian-Pacific Islander - 0%**
- **White: 19.73%**
- **Two-or-More: 9.75%**

Student Programs 2023-2024

- **13 Dyslexia -2.95%**
- **21 Gifted and Talented - 4.76%**
- **0 Regional Day school Program for the Deaf - 0%**
- **7 Section 504 - 1.59%**
- **75 Special Education Students - 17.01%**

Bilingual/ESL

- **108 Emergent Bilingual Students - 24.49%**
- **0 Bilingual - 0%**
- **57 English as a second language - 12.93%**
- **0 Alternative Bilingual Language Program - 0%**
- **0 Alternative ESL Language Program - 0%**

Title I Part A

- **441 School Wide program - 100%**
- **0 Targeted Assistance -0%**
- **0 Targeted Assistance Previously Participated - 0%**
- **0 Title I Homeless - 0%**
- **0 Neglected - 0%**

Student Indicators 2025-2026

- **292 At-risk students - 66.21%**
- **0 Foster Care - 0%**
- **0 IEP Continuer - 0%**
- **27 Immigrant - 6.127%**
- **0 Intervention Indicator - 0%**
- **0 Migrant - 0%**
- **11 Military Connected - 2.49%**
- **24 Transfer In Students -5.44%**
- **0 Unschooled Asylee/Refugee - 0%**
- **82 mobility rate - 23.56%**

Economic Disadvantage

- **314 Economically Disadvantaged students - 71.2%**
- **289 Free Meal - 65.53%**
- **25 Free/Reduced Priced Meals -5.67%**
- **0 Other Economic Disadvantage - 0%**

Homeless and Unaccompanied Youth

- **5 Homeless Status - 1.13%**
- **0 Shelter - 0%**
- **5 Doubled Up - 1.13%**
- **0 Unsheltered - 0%**
- **0 Hotel/Motel - 0%**
- **5 Not Unaccompanied Youth - 1.13%**
- **0 Unaccompanied Youth - 0%**

Special Education Services

Primary disabilities

- **0 No disability - 0%**
- **1 Orthopedic Impairment - 1.33%**
- **2 Other Health Impairment - 2.67%**
- **0 Auditory Impairment - 0%**
- **0 Visual Impairment - 0%**
- **0 Deaf-Blind - 0%**
- **0 Intellectual Disability - 0%**
- **6 Emotional Disturbance - 8%**
- **19 Learning Disability - 25.33%**
- **18 Speech Impairment - 24%**
- **21 Autism - 28%**
- **2 Developmental Delays - 2.67%**
- **0 Traumatic Brain Injuries - 0%**
- **6 Noncategorical Early Childhood - 8%**

Instructional Settings

- **17 Speech Therapy - 22.679%**
- **0 Homebound - 0%**
- **0 Hospital Class - 0%**
- **3 Mainstream - 4%**
- **31 Resource Room - 41.33%**
- **0 VAC - 0%**
- **0 Off Home Campus - 0%**
- **0 State School - 0%**
- **0 Residential Care - 0%**
- **18 Self-Contained - 24%**
- **6 Full-Time Early Childhood - 8%**
- **0 Nonpublic Day School - 0%**

Staff Information 2025-2027

- **14 Administrative Support - 18.63%**
- **38 Teacher - 30.86%**
- **30 Educational Aide - 31.92%**
- **0 Auxiliary - 0%**

Demographics Summary

In the 2025–2026 academic year, 66.21% of students, or 292 students, are considered at-risk. The student body includes 27 immigrant students (6.12%), 11 military-connected students (2.49%), and 24 students (5.44%) who transferred into the school. The campus mobility rate is 23.56%, representing 82 students. There are no students identified as migrant or unschooled asylee/refugee.

Regarding economic disadvantage, 314 students, or 71.2%, are identified as economically disadvantaged. Of these, 289 students (65.53%) receive free meals, while 25 students (5.67%) qualify for free/reduced-price meals.

The campus serves 108 Emergent Bilingual students (24.49%) and 75 students receiving Special Education services (17.01%). Regarding homelessness, five students (1.13%) are identified as homeless, with all five identified as doubled up. No students are identified as unaccompanied youth.

Demographics Strengths

JD Spicer Elementary serves a highly diverse student population, providing students with opportunities to learn and grow within a culturally rich school community. Current campus demographics include significant populations of economically disadvantaged, at-risk, Emergent Bilingual, and Special Education students. Despite these challenges, state accountability data identify student growth and Closing the Gaps as campus strengths, with JD Spicer earning a B rating in both categories. These results demonstrate the campus's capacity to support academic growth across a diverse student population and provide a strong foundation for continued improvement through targeted, responsive instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus attendance rate remains at 94.9%, below the 96% target. Continued attendance gaps reduce students' access to instruction and intervention and may negatively impact academic growth and overall achievement.
Root Cause:
Campus systems for monitoring and responding to attendance for our high-needs and mobile student population, including 71.2% economically disadvantaged, 66.21 at-risk have not been consistently implemented, resulting in missed opportunities for early identification, timely family communication, and targeted intervention before attendance concerns become chronic.

Student Learning

Student Learning Summary

mCLASS Data – Grades K–2

End-of-year mCLASS data show continued development of foundational literacy skills across K–2.

- 72% of Kindergarten students scored at or above benchmark.
- 63% of first-grade students scored at or above benchmark.
- 59% of second-grade students scored at or above benchmark.
- 65% of K–2 students overall scored at or above benchmark.
- 66% of K–2 students demonstrated average or greater growth.

Key Insights:

- Kindergarten demonstrated the strongest EOY benchmark performance.
- Nearly two-thirds of K–2 students ended the year at or above
    1. benchmark.
    2. First and second grade represent opportunities to increase the percentage of students reaching benchmark.
    3. Continued targeted small-group instruction and progress monitoring are needed for students performing below benchmark.
- These findings align with the CNA's emphasis on using mCLASS and other assessment data to identify student needs and guide small-group instruction and intervention.

2025–26 STAAR Data – Grades 3–5

Reading/Language Arts

Final 2026 STAAR data demonstrate areas of strength in Reading and identify opportunities to increase the percentage of students achieving at Meets and Masters.

1. Grade 3 RLA: approximately 82% Approaches or above, 61% Meets or above, and 30% Masters.
2. Grade 4 RLA: 76% Approaches or above, 50% Meets or above, and 28% Masters.
3. Grade 5 RLA: 65% Approaches or above, 38% Meets or above, and 22% Masters.

- Key Insights:
    1. Grade 3 Reading is a significant campus strength, with approximately 82% reaching Approaches or above and 61% reaching Meets or above.
    2. Grade 4 also demonstrates solid Reading achievement, with half of students reaching Meets or Masters.
    3. Grade 5 Reading represents an opportunity for continued growth, particularly in moving students from Approaches to Meets.
    4. Campus data continue to identify comprehension, academic vocabulary, written response, text evidence, and higher-order thinking as instructional priorities. The CNA likewise identifies Grade 3 Reading as a strength and Grade 5 Reading as an area requiring continued attention.

Mathematics

Final 2026 STAAR results demonstrate positive performance in Mathematics, with opportunities to continue increasing Meets and Masters achievement.

1. Grade 3 Math: 71% Approaches or above, 53% Meets or above, and 36% Masters.
2. Grade 4 Math: approximately 69% Approaches or above, 55% Meets or above, and 28% Masters.
3. Grade 5 Math: approximately 69% Approaches or above, 44% Meets or above, and 15% Masters.

- **Key Insights:**
    1. Grade 3 demonstrated particularly strong Masters-level Mathematics performance.
    2. Grade 4 demonstrated strong Meets and Masters performance.
    3. Grade 5 Mathematics represents an opportunity to increase the percentage of students reaching Meets and Masters.
    4. Mathematics continues to be an area of positive growth. The CNA previously identified STAR Mathematics SGP scores ranging from 52–70, supporting mathematics growth as a campus strength.

Science

Fifth-grade Science remains a priority area for improvement.

1. 56% of Grade 5 students achieved Approaches or above.
2. 22% achieved Meets or above.
3. 9% achieved Masters.

- The 2026 results represent an important improvement over the prior year's 12.3% Meets/Masters performance documented in the CNA, while demonstrating that Science remains an area requiring continued instructional attention.

Prior CNA analysis identified content mastery, academic vocabulary, constructed response, academic language, interpretation of pictures and models, and hands-on experiences as areas requiring additional support.

Student Groups

Achievement gaps remain among identified student populations. Campus data indicate that High Focus, Economically Disadvantaged, Emergent Bilingual, and Special Education students require continued intentional monitoring and differentiated support.

The campus CNA identifies students closest to benchmark as demonstrating a positive response to targeted instruction, while students significantly below grade level require more intensive intervention. This reinforces the need to use PLC+, formative assessment, progress monitoring, student work, and small-group instruction to respond quickly to student needs.

Campus Accountability & Growth

The most recent TEA accountability information provides additional evidence that student growth and Closing the Gaps are campus strengths.

For 2026 accountability, Spicer earned an overall B rating with a score of 84. The campus received:

1. Student Achievement – 77 (C)
2. School Progress – 83 (B)
3. Academic Growth – 79 (C)
4. Relative Performance – 83 (B)
5. Closing the Gaps – 87 (B)

- This represents an increase from the 2025 overall score of 82 (B) and supports the campus's continued emphasis on growth and closing achievement gaps.

The TEA comparison data also place this performance in the context of a campus serving 71.2% economically disadvantaged students, 24.5% Emergent Bilingual students, 17.0% Special Education students, and a 23.0% mobility rate.

Overall Observations

1. Student growth and Closing the Gaps are campus strengths, as reflected in the B ratings for School Progress and Closing the Gaps.
2. Grade 3 Reading and Mathematics are areas of strength, providing a foundation to build upon.
3. Grade 4 Mathematics and Reading demonstrate solid Meets/Masters performance.
4. K–2 foundational literacy is developing positively, with 65% at or above benchmark and 66% demonstrating average or greater growth.
5. Grade 5 Reading and Mathematics require continued attention, particularly in moving students from Approaches to Meets and Masters.
6. Science remains a priority, despite improvement in the percentage of students reaching Meets/Masters.
7. Achievement gaps among student groups require continued attention through differentiation, targeted intervention, and progress monitoring.
8. Across content areas, the next level of work is to increase depth, rigor, application, academic vocabulary, problem solving, and constructed response rather than focusing only on students reaching Approaches.

- Overall, 2025–26 data indicate positive academic progress, with strengths in student growth, Closing the Gaps, Grade 3 Reading and Mathematics, and developing foundational literacy. The campus improved to an overall B rating of 84; however, opportunities remain to increase Student Achievement and move more students from Approaches to Meets and Masters. During 2026–27, the campus will build upon the instructional systems established during implementation by deepening Bluebonnet lesson internalization, strengthening PLC+ data analysis, broadening responsive instructional practices, and providing targeted support to improve outcomes for all student groups.

Student Learning Strengths

JD Spicer demonstrates strong student growth and progress across multiple measures. The campus earned a B accountability rating, with B ratings in School Progress and Closing the Gaps, reflecting the campus's ability to grow students and support achievement across student groups. The campus also earned state distinction recognition for Top 25% Comparative Academic Growth and Top 25% Comparative Closing the Gaps, further highlighting growth and progress among diverse learners. Campus data reinforces these strengths: mathematics demonstrates positive growth and advanced-performance potential, Grade 3 Reading and Grade 4 Mathematics are areas of strength, and K–2 foundational literacy continues to develop, with 65% of students ending the year at or above the mCLASS benchmark and 66% demonstrating average or greater growth. These results provide a strong foundation for 2026–27 as the campus deepens Bluebonnet Learning Reading and Mathematics, lesson internalization, PLC+, targeted small-group instruction, and data-driven response to student needs to increase Meets and Masters performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement is not yet at desired levels across the K-5 continuum. EOY mCLASS data show 35% of K-2 students below benchmark in foundational literacy, while Grades 3-5 STAAR data show too few students consistently achieving at the Meets and Masters levels in Reading and Mathematics, with continued needs in deeper comprehension, text evidence, written response, and higher-order thinking.
Root Cause: Instructional planning and response to student learning need to be more consistently connected through a K-5 process of lesson internalization, student evidence analysis, and responsive instruction. Greater consistency is needed to target skill gaps, anticipate misconceptions, differentiate instruction, increase rigor,skilled questioning, and monitor whether learning gaps have closed.

Problem Statement 2 (Prioritized): Mathematics demonstrates positive growth across Grades 3-5, with an opportunity to build on this progress by increasing Meets and Masters achievement. Grade 3 achieved 53% Meets and 36% Masters, Grade 4 achieved 55% Meets and 28% Masters, and Grade 5 achieved 44% Meets and 15% Masters, highlighting an opportunity to strengthen students' application of mathematics at higher levels of rigor.
Root Cause: Students need more consistent experiences applying mathematics to rigorous, multi-step and unfamiliar problems, explaining and justifying reasoning, and demonstrating conceptual understanding. Strengthening lesson internalization, formative assessment, student work analysis, and PLC+ will support teachers in identifying misconceptions, responding to needs, and monitoring closure of learning gaps.

Problem Statement 3 (Prioritized): Fifth-grade Science achievement remains below desired performance levels, particularly at the Meets and Masters standards.
Root Cause: Students have not consistently experienced hands-on investigations, labs, and application-based learning needed to build conceptual understanding. Opportunities to apply science concepts, develop academic vocabulary, interpret models and visuals, engage in scientific reasoning, and communicate understanding through rigorous written responses are needed to strengthen mastery and application.

School Processes & Programs

School Processes & Programs Summary

Spicer provides a continuum of academic, behavioral, and specialized supports to meet diverse student needs. Special Education services include Resource, Inclusion, Early Childhood Special Education, and Positive Approach to Student Success (PASS) self-contained programs. Additional student supports include Multi-tiered Support System (MTSS), Title I tutoring, targeted small-group instruction, dyslexia intervention, and supports for Emergent Bilingual students through English Language Proficiency Standards (ELPS)-aligned instructional strategies. Gifted and Talented students receive differentiated services through classroom clustering and pull-out opportunities.

For 2026–27, Spicer will implement Bluebonnet Learning RLA K–5 and deepen implementation of Bluebonnet Learning Math. Lesson internalization and Professional Learning Communities Plus (PLC+) will provide a consistent structure for collaborative instructional planning. Teams will use standards, formative assessments, student work, mCLASS, STAAR, curriculum assessments, and progress-monitoring data to identify student needs and determine instructional next steps.

Professional learning and instructional support are provided through PLC+, collaborative planning, lesson internalization, vertical teams, Leaders of Learners, professional development, classroom walkthroughs, coaching, and feedback. Professional learning will focus on curriculum implementation, Tier 1 instruction, rigor, differentiation, ELPS/EB strategies, literacy, mathematics, science, and data-informed instructional practices.

Students also receive academic, behavioral, and social-emotional support through intervention, tutoring, counseling services, Character Strong, Conscious Discipline strategies, and district core values. Campus systems include recognition for academic achievement, attendance, and positive behavior.

Technology is integrated through interactive classroom technology, student devices, digital curriculum resources, Google tools, and Google Classroom. Digital communication platforms support communication between teachers, families, and the campus.

This structure keeps the summary focused on what you have and what you do. Then your separate School Processes & Programs Strengths section can identify things such as strong PLC collaboration, data use, intervention systems, professional learning, student supports, and the positive impact of small groups/tutorials that were identified in your CNA and staff feedback.

School Processes & Programs Strengths

Spicer provides a collaborative and supportive learning environment with systems designed to meet the academic, behavioral, language, and social-emotional needs of a diverse student population. Staff work collectively to identify student needs, analyze data, and provide targeted supports.

1. Strong Collaborative Instructional Systems: Professional Learning Communities Plus (PLC+) and lesson internalization provide structures for teachers to collaboratively examine standards, plan instruction, analyze student evidence, identify misconceptions, and determine instructional next steps.
2. High-Quality Curriculum & Instructional Support: The campus is implementing Bluebonnet Learning RLA K–5 and deepening Bluebonnet Learning

Math, creating greater K–5 alignment in curriculum, instructional rigor, and expectations.

3. Comprehensive Intervention & MTSS Supports: Students receive targeted support through MTSS, Title I tutoring, small-group instruction, dyslexia intervention, progress monitoring, and additional intervention services based on identified needs.
4. Strong Specialized Student Services: Spicer provides a continuum of services through Special Education Resource and Inclusion, Early Childhood Special Education, PASS, Dyslexia, and Gifted and Talented programs, supporting a wide range of student needs.
5. Emergent Bilingual Supports: ELPS-aligned and EB instructional strategies, including intentional academic vocabulary development and language supports, are incorporated into instruction to increase access to grade-level content.
6. Data-Informed Decision Making: Teachers use mCLASS, STAAR, curriculum assessments, formative assessments, progress-monitoring data, and student work to identify learning needs, plan small groups, monitor growth, and adjust instruction. Your CNA specifically identifies data analysis, small-group instruction, and targeted intervention as contributing to student growth.
7. Ongoing Professional Learning & Instructional Support: Teachers receive support through PLC+, collaborative planning, vertical teams, Leaders of Learners, professional development, classroom walkthroughs, coaching, and feedback, creating opportunities for continuous instructional improvement.
8. Positive Campus Culture & Student Supports: Campuswide expectations, Character Strong, Conscious Discipline, counseling supports, recognition systems, and common behavioral expectations promote a safe and supportive learning environment. Staff feedback also identifies teamwork, relationships, encouragement, and working together for students as campus strengths.
9. 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.

These strengths demonstrate Spicer's commitment to an aligned system of curriculum, collaborative planning, data analysis, intervention, professional learning, and specialized supports designed to respond to individual student needs and improve outcomes for all learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students scored at 39% and did not meet the 2025-26 performance measure for the Reading goal of 51%.
Root Cause: Emergent Bilingual students require continued support in academic language, listening, and speaking to fully access grade-level content and demonstrate understanding through discussion, reasoning, and written response.

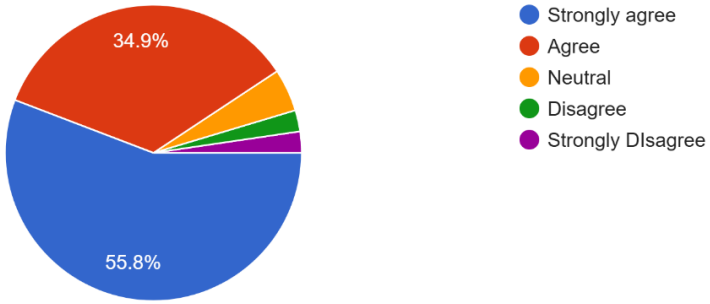
Problem Statement 2 (Prioritized): Our campus serves 66.21% of students identified as at-risk which is a 3% increase from the prior year, with continued academic and social-emotional needs that may impact student engagement, access to learning, and academic performance.
Root Cause: The increase in students identified as at-risk has increased the need for targeted academic, behavioral, and social-emotional supports. Campus systems and resources must continue to expand and adjust to provide timely, responsive support based on students' needs.

Perceptions

Perceptions Summary

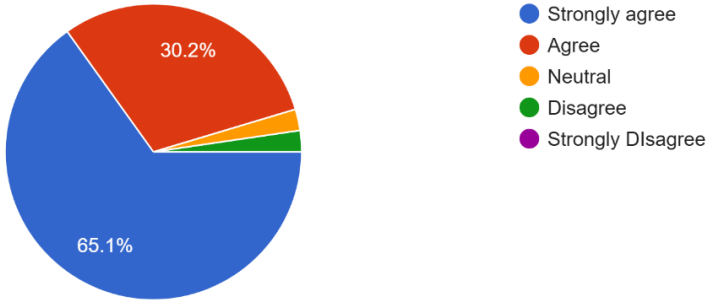
School Environment: My child feels safe and happy at school.

43 responses



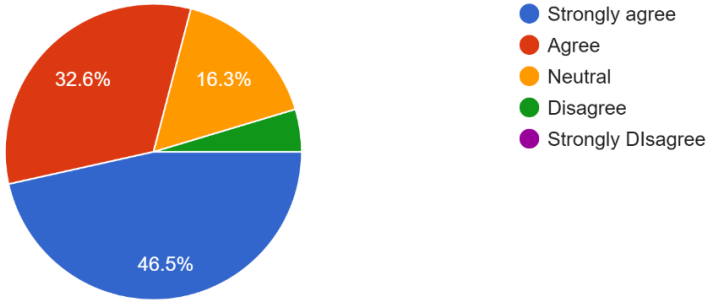
Our dismissal procedures are safe and effective?

43 responses



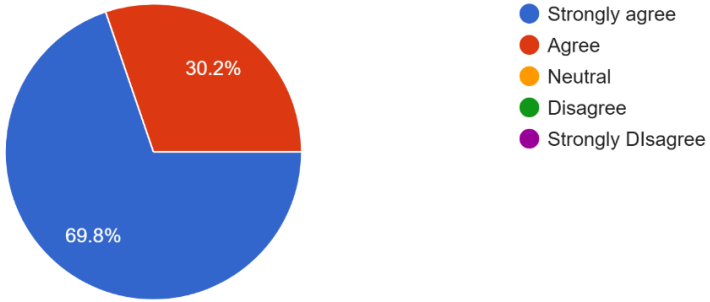
The school has improved my child's social skills.

43 responses



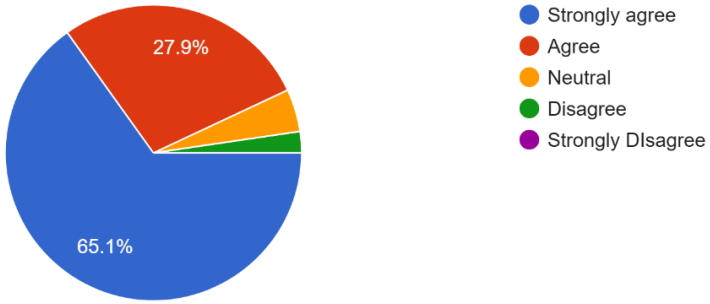
Our building is clean and well maintained.

43 responses



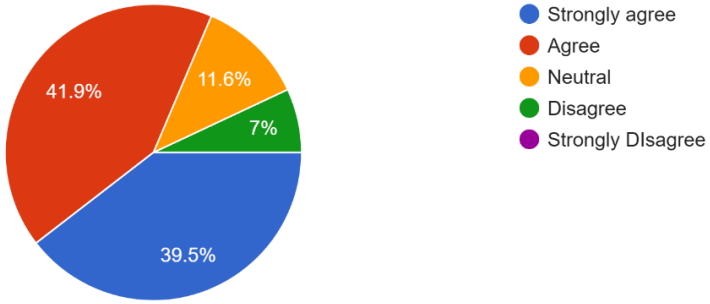
The school environment is caring and supportive.

43 responses



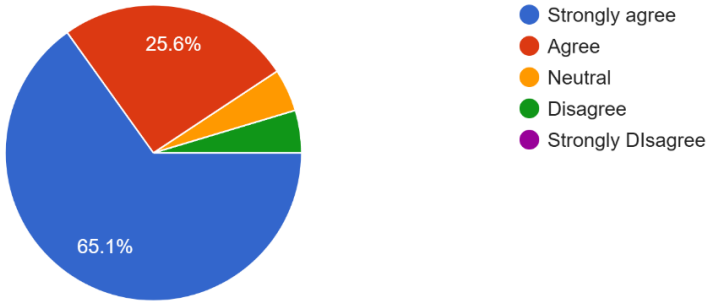
My child receives the attention he/she needs in the classroom.

43 responses



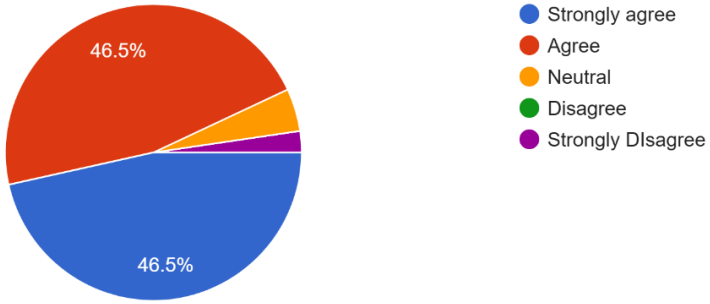
I feel welcome at my child's school.

43 responses



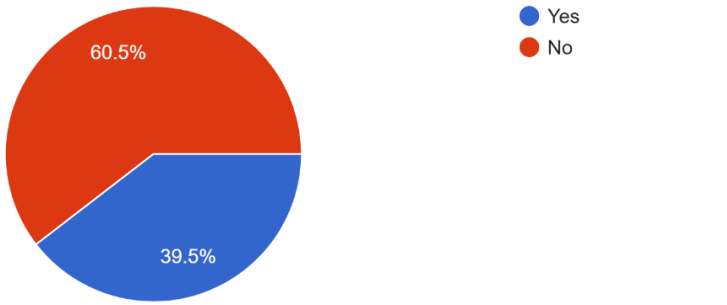
My child is learning a lot in school this year.

43 responses



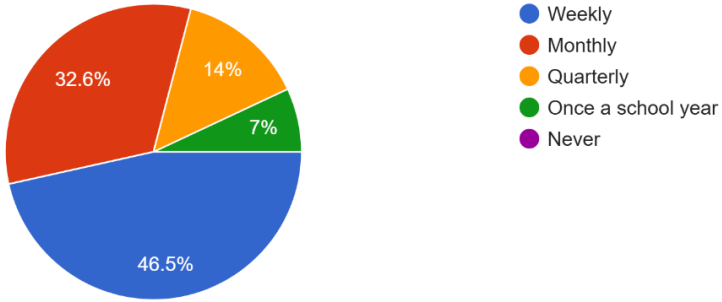
I would be very interested in after school day care at Spicer provided by Spicer staff for my child/children.

43 responses



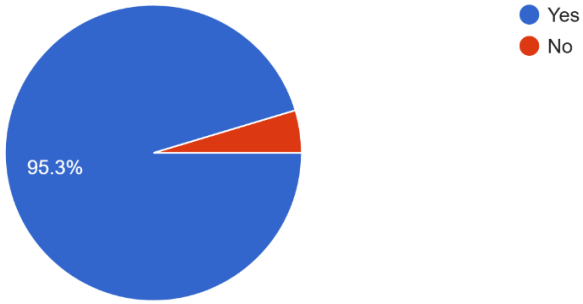
Communication: How often do you communicate with your child teacher.

43 responses



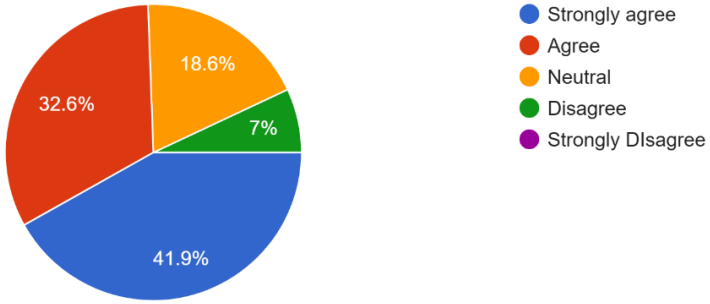
Does the teacher respond in timely manner

43 responses



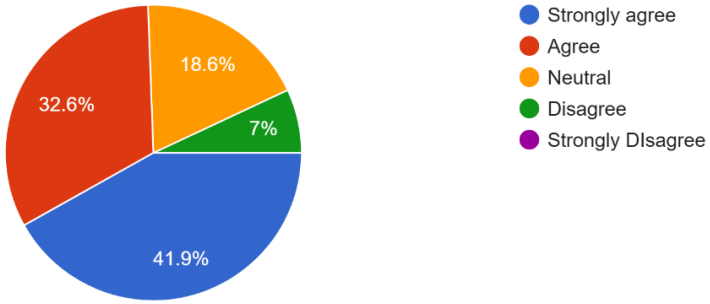
The school keeps me updated about the progress of my child.

43 responses



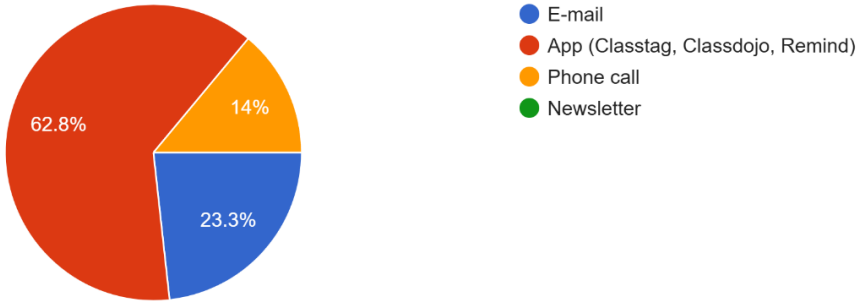
The school keeps me updated about the progress of my child.

43 responses



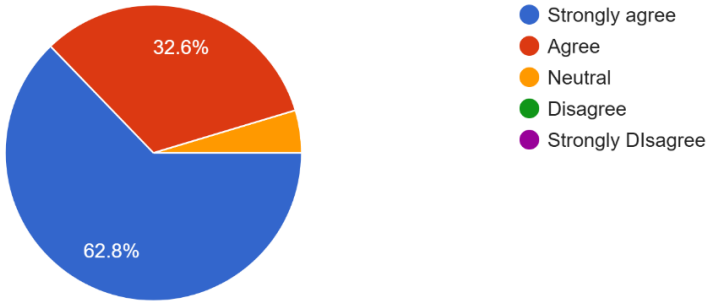
How would you like your child's teacher to communicate with you?

43 responses



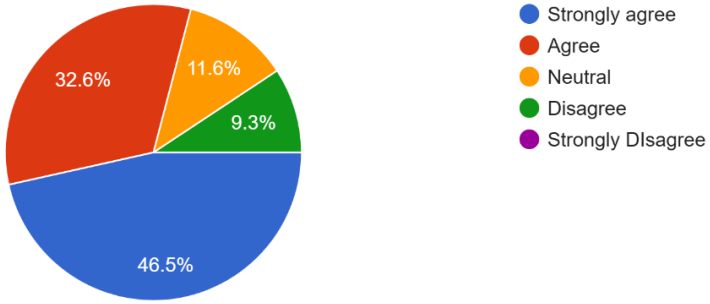
I feel comfortable discussing my child's needs with teachers and staff.

43 responses



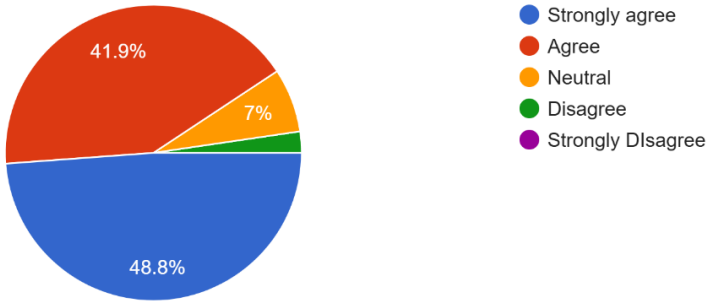
I feel well-informed about what is going on at the school.

43 responses



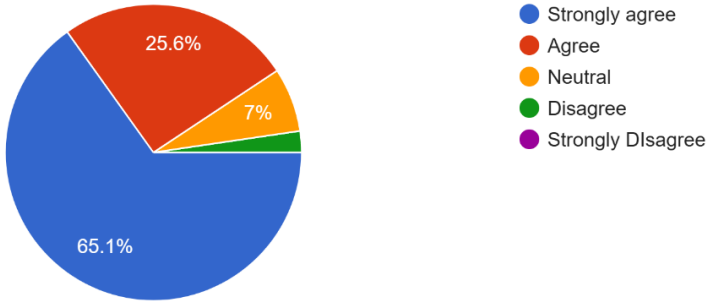
My child can get the resources he/she needs to be successful.

43 responses



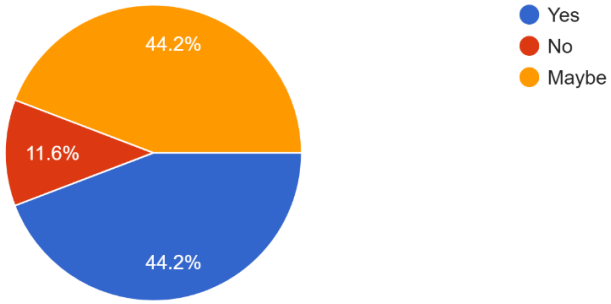
The school encourages parent involvement in school activities.

43 responses



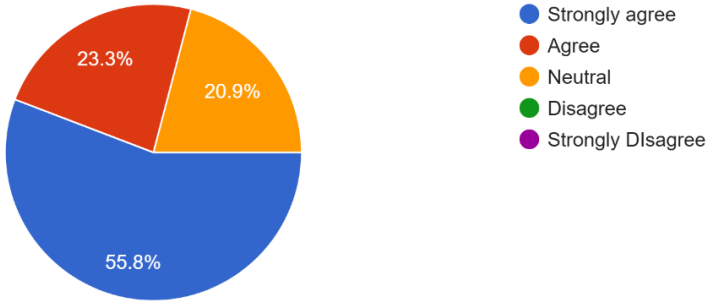
I would be interested in helping in the school.

43 responses



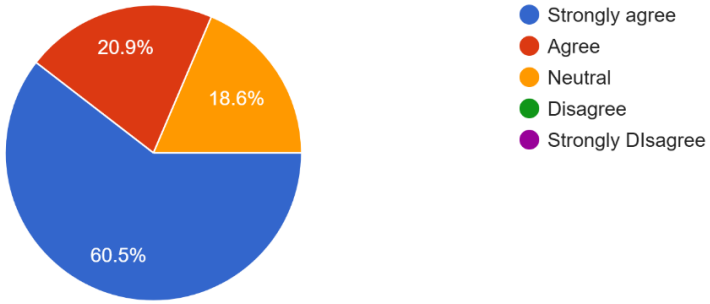
Do you follow our school on fb and is it helpful?

43 responses



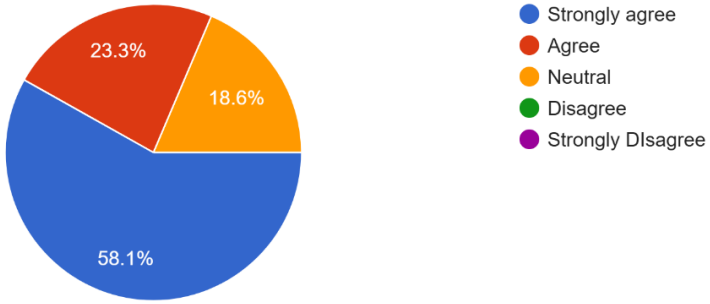
The principal or assistant principal is available to parents and willing to listen.

43 responses



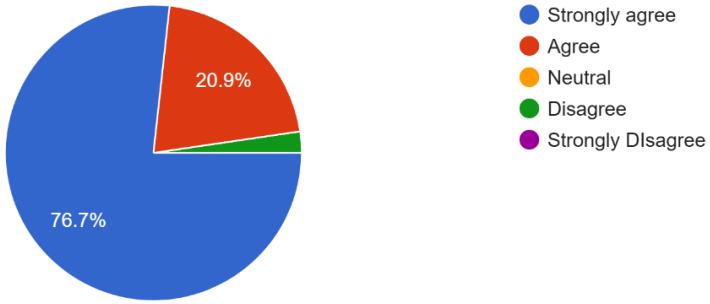
The school counselor provides support to my child when needed.

43 responses



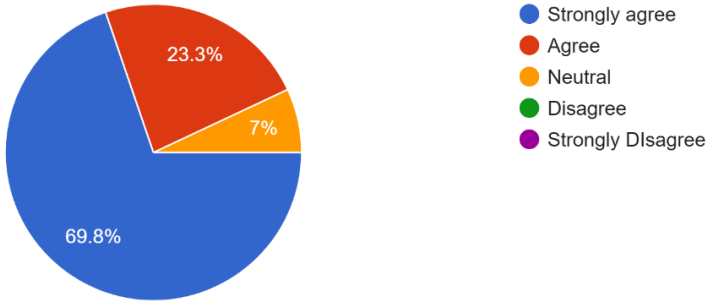
The front office staff is welcoming and helpful.

43 responses



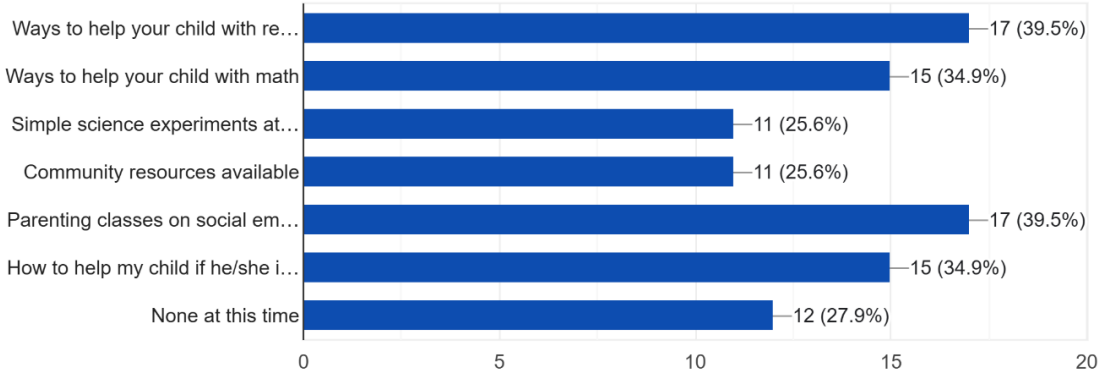
The front office is able to answer my questions and provide me with what I need.

43 responses



If the school held programs/training for parents, what type of training would you be interested in? You may check more than one.

43 responses



Do you have any feedback or recommendations that you would like to share with us?

I absolutely love John D Spicer elementary. This is our third year and I fully intend to continue to bring my child back to Spicer until she goes to middle school. I happened upon the school as a matter of convenience with work, and then my work location changed. God laid everything out to ensure the ability to keep my child at spicer. It is a wonderful school. I love every single faculty and staff member. Ms. Elaine and Ms.Traci are so helpful, and always warm and welcoming faces whenever I pop into the office. The administration, is very approachable, down to earth, and always make time to say hello if I see them at pickup or in the hallways. I have heard tales of other school's admin, and I am shocked. I have never encountered any issues at Spicer. I'm embarrassed that I cannot remember her name, but the cafe manager, who works the register, knows every single child, she is a true gem. While my child has only attended for 3 years, and we've only had two teachers, they are both incredible women. They seem very happy, which is a reflection of the school and it's administrative staff. Nobody wants to work for a bad boss. I am continuously impressed with the family feeling that this school has. All of the faculty just seem so happy, they really seem like they enjoy coming to work everyday, which is a really important aspect of being a teacher. If you don't want to be at work, if you don't want to be around children, you should not be. I have never gotten that feeling from anybody at Spicer. Lots of teachers know lots of kids, even kiddos that they have never had in their classes. Lots of teachers know my child and say hello to her every single day, it really makes me feel at ease. With the ever-evolving need for more secure buildings, I am continuously impressed at Spicer's security measures. I am glad that I am asked to show my ID to the camera before that door is buzzed open, even though Ms. Elaine knows who I am, I am still asked to hold up my ID. I am so glad to have officer Yarbrough as our resident SRO. It's sickens me that we need this type of security, but I am so thankful we have her. I have her in my prayers every single morning praying that she isn't needed, but thanking God she's there. I am an open enrollment parent, I drive 65 miles every day to bring my daughter to John D Spicer Elementary. I am so proud of everything this school has taught her, and I can't wait to see what her future holds.#togetherwecan #itsagreatdaytobeacolt

Elizabeth Redfern, Jamie Valkoff, and Claudia Sanchez are amazing teachers. They’re so involved and care about my special needs son and make all parents and kids feel welcome. I was nervous to send my son to a school for the first time and they have made the transition to Pre-K very easy. My son has learned so much and love going to school because of the environment they have set.

We love Spicer !!!

I feel like the staff should be more diverse. I don't see a representation of the community that attends the school as for staff is concerned. I think it's important to have a healthy

balance of representation of staff members that children can look up to as they they grow and help to prepare themselves for the future. I find it hard to believe in the Dallas metroplex, that there are no teachers from other cultures other than Caucasian that could actually serve at this school; it is a concern for me, and I am considering possibly moving my child to a more diverse environment not just in the student population, but staff at all levels.

Nope

No

This is our first year at Spicer and we have been pleased with the over experience.

I feel that the assignments printed off the web can be in larger font. It's very hard to read for the parents and students. (Literally looks like pixels)

Spicer has been great for my child. I wish he'd been there for more than just one school year. He is moving on to middle school next year so we will definitely miss this place. The 5th grade Dream Team - Haney, Gannon & Clark are awesome! Shout out to them for their hard work!

Getting updates on upcoming events and and certain dress up days are hard to come by. Parents have ti dig to find important dates when there should be some fort of forum that is easily accessible and at arms reach for parents to see all upcoming events and important days.

None at this time

I love how often the Facebook page is updated! I do wish prek got awards, even if they aren't in the assembly, classroom awards would have been cute and memorable. I loved when our teacher sent us their class newsletter of what they were learning for the week/month. And I really like all the themed afterschool activities that you do. Like the game night and stem night, Halloween etc etc

Don't change teacher assistants so much for pass class . Disrupts progress each time

We love the school and have zero concerns!

Love Spicer!!!!

I would like my child teacher to communicate about his progress anytime and offer helpful resources

Family Survey Summary

The Spicer Family Feedback Survey, with 43 family responses, reflects an overall high level of family satisfaction and confidence in the school. Families consistently described Spicer as a safe, caring, welcoming, and supportive environment where students are learning and families feel valued.

Key Strengths

- Safe and positive school environment: 90.7% of families agreed or strongly agreed that their child feels safe and happy at school, and 93% indicated that the school environment is caring and supportive.
- Safe and effective dismissal: 95.3% agreed or strongly agreed that dismissal procedures are safe and effective.
- Clean and well-maintained campus: 100% of respondents agreed or strongly agreed that the building is clean and well maintained.
- Student learning: 93% agreed or strongly agreed that their child is learning a lot in school.
- Welcoming environment: 90.7% agreed or strongly agreed that they feel welcome at their child's school.
- Access to resources: 90.7% agreed or strongly agreed that their child can access the resources needed to be successful.

- Family involvement: 90.7% agreed or strongly agreed that the school encourages parent involvement in school activities. Additionally, 44.2% indicated they would help in the school and another 44.2% said they might, demonstrating strong potential for increased family engagement.
- Front office support: 97.6% agreed or strongly agreed that the front office staff is welcoming and helpful, while 93.1% indicated the office can answer questions and provide needed assistance.

Communication

Family responses indicate that teacher responsiveness is a significant campus strength. Approximately 95.3% reported that teachers respond in a timely manner. Families also reported frequent teacher communication, with 46.5% communicating with their child's teacher weekly and 32.6% monthly.

Families clearly prefer digital communication, with 62.8% preferring an app such as ClassTag, ClassDojo, or Remind, followed by email at 23.3% and phone calls at 14%. Approximately 79% agreed or strongly agreed that they feel well-informed about what is happening at school.

One opportunity identified through both survey ratings and written comments is to make information about upcoming events, special days, and student progress even easier for families to locate and access consistently.

Family Engagement & Support

Families expressed interest in additional opportunities to support learning at home. The most requested parent programs included:

- Ways to help children with reading — 39.5%
- Parenting classes related to social-emotional needs — 39.5%
- Ways to help children with math — 34.9%
- Ways to help children with homework/learning — 34.9%
- Simple science activities and community-resource information — 25.6% each

These responses provide an opportunity to expand family learning experiences that directly connect families with classroom learning and student needs.

Family Voice

Open-ended feedback was overwhelmingly positive. Families specifically highlighted the family atmosphere, caring teachers and staff, approachable administration, campus security, welcoming front office, and relationships staff develop with students. One family described driving 65 miles each day so their child could continue attending Spicer, illustrating the strong connection some families feel to the campus.

Families also provided constructive feedback that creates opportunities for continued improvement. Suggestions included more consistent communication about events and student progress, increased staff diversity and representation, larger/easier-to-read printed materials, recognition opportunities for Pre-K students, and greater staffing consistency within the PASS classroom.

Overall Finding

Family survey results indicate that Spicer has a strong foundation of trust, relationships, safety, and family support. Families overwhelmingly view the campus as welcoming and caring and believe their children are learning and receiving the resources they need. Moving forward, the campus has an opportunity to build on these strengths by creating more consistent and accessible family communication systems, expanding opportunities for families to support learning at home, strengthening family participation, and using family feedback to continually improve the student and family experience.

Staff Survey Results

Staff survey results reflect a strong, collaborative, and supportive campus culture. Staff reported high levels of clarity regarding expectations, connection to the campus mission and vision, recognition, professional growth, and support from colleagues and leadership. 93.3% rated team collaboration positively (4 or 5), and 93.3% reported feeling supported by colleagues. Staff comments consistently identified teamwork, relationships, encouragement, a family/community environment, communication, and working together for student success as campus strengths.

Staff also demonstrated strong confidence in using student data to guide instruction, and comments highlighted the campus's focus on data, student growth, tutorials, and small-group instruction. Opportunities for continued growth include strengthening consistent communication, professional learning, schoolwide behavior systems, and staff support for managing student behavior, while continuing to build on the campus's strong culture of collaboration and support.

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.

We have had a full PTA board for the last three years, showing the campus's dedication to partnering and connecting with our families and community.

Perceptions Strengths – Family/Community

Family survey results demonstrate a strong positive perception of the campus, particularly in the areas of safety, relationships, communication, and family engagement.

- Families view Spicer as a safe, caring, welcoming, and supportive environment, with 90.7% reporting their child feels safe and happy and 93% agreeing the environment is caring and supportive.
- Families have confidence in student learning and support, with 93% agreeing their child is learning a lot and 90.7% indicating their child has access to needed resources.
- Teacher responsiveness is a strength, with 95.3% reporting that teachers respond in a timely manner.
- Families feel welcomed and encouraged to participate, with 90.7% agreeing that the school encourages parent involvement.
- The front office and campus staff are viewed very positively, with 97.6% describing the front office as welcoming and helpful.
- Written comments reinforce a strong family atmosphere, caring staff, approachable administration, positive relationships, and commitment to student safety and success.

Perceptions Strengths – Staff Survey

Staff survey results reflect a positive, collaborative campus culture centered on relationships, teamwork, support, and student success.

- Staff demonstrate a strong connection to the campus mission and vision, with 93.3% providing a positive rating of 4 or 5.
- Collaboration and collegial support are significant strengths, with 93.3% positively rating team collaboration and support from colleagues.
- Staff report feeling valued, recognized, and supported in their professional growth.
- Staff demonstrate strong confidence in using student data to guide instructional decisions.
- Staff identify teamwork, relationships, encouragement, communication, and a family/community atmosphere as positive contributors to campus culture.
- Written feedback indicates that staff believe the campus works together to provide students with what they need to succeed, including the use of data, small groups, and targeted tutorials.

Perceptions Strength: Family and staff survey data reflect a strong culture of safety, belonging, collaboration, communication, and support. Families feel welcomed and confident in the care and education their children receive, while staff report strong teamwork, collegial support, connection to the campus mission, and a shared commitment to student success.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family engagement opportunities need to be expanded and diversified to increase participation and strengthen connections between families, student learning, and the school community.

Root Cause: Limited opportunities that address families' diverse needs, interests, schedules, and current concerns--including relevant topics, guest speakers, and parent learning sessions--may be contributing to lower participation and fewer meaningful school-to-home connections.

Priority Problem Statements

Problem Statement 1: Our campus serves 66.21% of students identified as at-risk which is a 3% increase from the prior year, with continued academic and social-emotional needs that may impact student engagement, access to learning, and academic performance.

Root Cause 1: The increase in students identified as at-risk has increased the need for targeted academic, behavioral, and social-emotional supports. Campus systems and resources must continue to expand and adjust to provide timely, responsive support based on students' needs.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Emergent Bilingual students scored at 39% and did not meet the 2025-26 performance measure for the Reading goal of 51%.

Root Cause 2: Emergent Bilingual students require continued support in academic language, listening, and speaking to fully access grade-level content and demonstrate understanding through discussion, reasoning, and written response.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Student achievement is not yet at desired levels across the K-5 continuum. EOY mCLASS data show 35% of K-2 students below benchmark in foundational literacy, while Grades 3-5 STAAR data show too few students consistently achieving at the Meets and Masters levels in Reading and Mathematics, with continued needs in deeper comprehension, text evidence, written response, and higher-order thinking.

Root Cause 3: Instructional planning and response to student learning need to be more consistently connected through a K-5 process of lesson internalization, student evidence analysis, and responsive instruction. Greater consistency is needed to target skill gaps, anticipate misconceptions, differentiate instruction, increase rigor,skilled questioning, and monitor whether learning gaps have closed.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Family engagement opportunities need to be expanded and diversified to increase participation and strengthen connections between families, student learning, and the school community.

Root Cause 4: Limited opportunities that address families' diverse needs, interests, schedules, and current concerns--including relevant topics, guest speakers, and parent learning sessions--may be contributing to lower participation and fewer meaningful school-to-home connections.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our campus attendance rate remains at 94.9%, below the 96% target. Continued attendance gaps reduce students' access to instruction and intervention and may negatively impact academic growth and overall achievement.

Root Cause 5: Campus systems for monitoring and responding to attendance for our high-needs and mobile student population, including 71.2% economically disadvantaged, 66.21 at-risk have not been consistently implemented, resulting in missed opportunities for early identification, timely family communication, and targeted intervention before attendance concerns become chronic.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Mathematics demonstrates positive growth across Grades 3-5, with an opportunity to build on this progress by increasing Meets and Masters achievement. Grade 3 achieved 53% Meets and 36% Masters, Grade 4 achieved 55% Meets and 28% Masters, and Grade 5 achieved 44% Meets and 15% Masters, highlighting an opportunity to

strengthen students' application of mathematics at higher levels of rigor.

Root Cause 6: Students need more consistent experiences applying mathematics to rigorous, multi-step and unfamiliar problems, explaining and justifying reasoning, and demonstrating conceptual understanding. Strengthening lesson internalization, formative assessment, student work analysis, and PLC+ will support teachers in identifying misconceptions, responding to needs, and monitoring closure of learning gaps.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Fifth-grade Science achievement remains below desired performance levels, particularly at the Meets and Masters standards.

Root Cause 7: Students have not consistently experienced hands-on investigations, labs, and application-based learning needed to build conceptual understanding. Opportunities to apply science concepts, develop academic vocabulary, interpret models and visuals, engage in scientific reasoning, and communicate understanding through rigorous written responses are needed to strengthen mastery and application.

Problem Statement 7 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, PLC documentation, lesson plans, student data folders, Star Renaissance, mClass, and unit assessments.

Strategy 1 Details
Strategy 1: Implement a systematic MTSS and PLC+ process using student evidence, early identification, targeted intervention, progress monitoring, ELPS-aligned supports, and enrichment/acceleration to address academic, language, behavioral, and social-emotional needs, close learning gaps, reduce Tier 2 and Tier 3 needs. **Actions:** 1.Use mCLASS, STAR, STAAR, curriculum/formative assessments, student work, behavior, attendance, and intervention data to identify students needing intervention, acceleration, enrichment, or additional support. 2. Conduct BOY year-to-year data reviews to identify students who grew, maintained, or declined in STAAR performance levels and mCLASS benchmark status, with targeted plans developed for students who declined to prevent continued regression. 3. Use PLC+ and MTSS/RTI to identify specific learning gaps, establish student goals, plan targeted groups and supports, and progress monitor students receiving intervention, language support, or acceleration. Adjust, intensify, or fade supports based on evidence of growth, mastery, and gap closure. 4. Implement student data folders as a common language across the campus for setting goals, tracking academic growth, attendance, and celebrating progress. Conduct regular student-teacher data conferences, and have students bring their data folders when visiting the office for positive recognition or disciplinary concerns to reflect on goals, progress, choices, and next steps. 5. Use student evidence to provide ELPS-aligned listening, speaking, reading, writing, academic discourse, and vocabulary supports that increase EB students' access to rigorous grade-level content and higher levels of achievement. 6. Provide targeted small-group instruction, Title I tutoring, dyslexia intervention, before/after-school support, counseling, and other services based on identified student needs. 7. Analyze attendance alongside academic growth data to identify students whose absences may be contributing to learning gaps or year-to-year regression, and provide early family communication and targeted attendance supports to protect instructional time. 8. Partner with families to communicate student goals, progress, attendance patterns, available supports, and strategies for continued growth at home, while collaborating with community organizations to connect students and families with academic, behavioral, social-emotional, and other resources based on identified needs. 9. Implement campuswide Conscious Discipline and PBIS strategies, structures, expectations, and procedures, supported by ongoing professional learning and coaching to ensure consistent expectations, reinforce positive behavior, and promote student engagement and responsibility. **Staff Responsible for Monitoring:** Principal, Assistant Principal, campus conscious discipline team, counselor, and Instructional Facilitator **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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, mathematics, and fifth grade science by the end of the school year, including meeting progress-monitoring targets, increasing Meets/Masters, and closing achievement gaps.

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) , Reading, math, and science module/unit assessments, STAAR data, benchmark assessments, kindergarten module checklists for math and reading, and PLC documentation.

Strategy 1 Details

Strategy 1: Deepen implementation of Bluebonnet Learning RLA and Mathematics through consistent lesson internalization and PLC+ processes that use standards, formative assessment, student work, and performance data to strengthen Tier 1 instruction, increase rigor, close learning gaps, and increase growth and Meets/Masters achievement.

Actions: 1. Conduct unit/module and lesson internalization in Bluebonnet RLA and Math with support of the instructional facilitator to identify standards, lesson rigor, success criteria, anticipated misconceptions, questioning, differentiation, and evidence of student mastery.
2. Conduct Grades 3-5 Science unit internalization to strengthen instruction by unpacking standards, identifying essential concepts and academic vocabulary, anticipating misconceptions, and planning hands-on investigations, labs, models/visuals, rigorous questioning, scientific reasoning, application-based tasks, and constructed responses, with student evidence analyzed through PLC+ to monitor mastery and determine instructional next steps.
3. Use weekly PLC+ to analyze formative assessments, student work, mCLASS, STAR, curriculum assessments, and STAAR data and determine responsive instructional next steps.
4. Use an established problem-solving process, such as a fishbone diagram, to analyze current systems, identify areas of breakdown and what was not working, determine root causes, implement targeted responses, and monitor gap closure.
5. Strengthen K-2 foundational literacy through mCLASS-driven small groups, progress monitoring, and targeted foundational-skills instruction.
6. Increase opportunities for students to engage in rigorous questioning, deeper comprehension, text evidence, constructed response, and higher-order thinking.
7. Increase mathematical rigor through multi-step and unfamiliar problems, conceptual understanding, mathematical discourse, and opportunities to explain and justify reasoning.
8. During internalization, identify opportunities to embed ELPS-aligned listening, speaking, academic discourse, and academic vocabulary strategies across content areas, with intentional monitoring of EB student performance.
9. Use PLC+ and student work to identify students near Approaches, Meets, and Masters thresholds, providing targeted acceleration through rigorous questioning, application tasks, academic discourse, enrichment, and extension opportunities to move students to the next performance level.
10. Conduct instructional walkthroughs and coaching focused on Bluebonnet implementation, lesson internalization priorities, rigor, student discourse, differentiation, and evidence of learning.
11. Use PLC+ to track progress toward established performance measures on curriculum and district assessments, including growth and Meets/Masters, to identify trends, address gaps, and determine responsive instructional next steps.
12. Review student growth, regression, movement toward Meets/Masters, attendance, Closing the Gaps, EB performance, and identified student-group data during October, January, March, and June CIP reviews to determine whether instructional supports are accelerating growth and reducing achievement gaps.
13. Conduct focused peer observation walks on ART Days aligned to campus instructional priorities, providing teachers opportunities to observe effective practices, reflect on implementation, and identify strategies to apply in their own classrooms.
14. Provide dedicated Power Planning time at least once each quarter for grade-level and vertical teams to engage in unit and lesson internalization, vertical alignment, analysis of student data and work, and collaborative planning, while providing opportunities to share effective instructional strategies and practices for rigor, differentiation, and responsive instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional facilitator, and Leader of Learners.

Title I:
2.51, 2.52, 2.53

Strategy 2 Details

Strategy 2: Strengthen literacy and academic language across all content areas through consistent opportunities for students to read, write, listen, speak, use academic vocabulary, and support thinking with evidence, with a targeted focus on constructed response, EB achievement, and higher levels of rigor.

Actions: 1. Embed reading, writing, listening, speaking, academic discourse, and content-specific vocabulary across content areas to strengthen comprehension and communication of learning during internalization.
2. Provide consistent constructed-response opportunities requiring students to explain thinking, use evidence, justify reasoning, and demonstrate understanding across content areas.
3. Intentionally incorporate ELPS-aligned strategies during internalization and instruction to increase EB students' access to grade-level content and strengthen academic language development.
4. Use PLC+ and student work samples to monitor constructed-response quality, academic vocabulary, and EB performance, identify areas of breakdown, and determine instructional next steps.

Staff Responsible for Monitoring: Assistant principal, principal, instructional facilitator, and teachers

Title I:
2.51, 2.53
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

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

Performance Objective 1: Increase the annual average daily attendance (ADA) to 96% through early identification, family communication, student engagement, and targeted supports that promote consistent daily attendance.

Evaluation Data Sources: On Data Suite
Focus
Project Education
6 week data tracker from district

Strategy 1 Details
Strategy 1: Implement a proactive, data-driven attendance system that identifies attendance concerns early, addresses barriers, strengthens family partnerships, and provides targeted supports to increase attendance from 94.9% to 96% that involved the students, parents, and teachers. **Actions:** 1. Monitor attendance every three weeks by student, grade level, and identified student group to identify patterns and students at risk for chronic absenteeism. 2. Establish early-warning attendance thresholds and response protocols that trigger timely family communication, identification of barriers, and targeted intervention before attendance concerns become chronic. 3. Use the campus attendance committee to review attendance trends once a month, chronic absenteeism, interventions, and progress toward the 96% target, developing individualized attendance plans for students requiring additional support. 4. Analyze attendance alongside mCLASS, STAR, STAAR, intervention, and student-growth data to identify relationships between missed instructional time, learning gaps, and academic regression to communicate to families. 5. Partner with families and community resources to identify and address barriers affecting consistent attendance and connect families with available supports. 6. Implement campuswide recognition of consistent and improved attendance, while communicating the connection between attendance, instructional time, and student achievement. 7. Teachers will make initial phone calls to parents when students are absent. The assistant principal or principal will follow up for chronic absences. 8. Make plans that specifically target pre-k families to strengthen school-home partnerships early to promote a culture of learning and consistent attendance through events, education, and regular communication. 9. 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. 10. Recognize and reward individual perfect attendance at quarterly school wide assemblies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, attendance clerk, Counselor, teachers, and campus attendance committee **Title I:** 2.52 **- ESF Levers:** Lever 3: Integrated Student Support Systems

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 from Raptor
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
Strategy 1: Strengthen consistent, two-way communication and family/community engagement systems that use family feedback to provide accessible, relevant opportunities, increase participation, and strengthen partnerships that support student success. **Actions:** 1. Maintain consistent, timely, two-way communication with students, families, and the community through multiple platforms to share campus information, student learning expectations, resources, events, and opportunities for involvement. 2. Use family survey, feedback, and participation data to identify communication needs, preferred topics, formats, times, and barriers and use findings to plan and adjust family engagement opportunities. 3. Provide accessible, learning-focused family opportunities aligned with campus priorities, including Reading, Math, Science, social-emotional learning, attendance, and strategies families can use to support learning at home. 4. Provide varied opportunities for participation, including day/evening events, guest speakers, volunteer opportunities, and translation/interpretation support from multilingual services as needed to reach more families. 5. Partner with PTA and community organizations to strengthen communication, expand family resources and learning opportunities, and connect families with available community supports. 6. Track communication reach, family participation, and feedback throughout the year to identify families not being reached, evaluate effectiveness, and adjust communication and engagement strategies. 7. Send out quarterly calendar of school wide events. 8. Utilize sign-in sheets to track participation in events. 9.Use blackboard and Focus to email out important campus information. 10. Provide a community newsletter using smore to communicate campus achievements, activities, upcoming events, trainings, etc with all stakeholders monthly. 11. Leverage social media to share activities and build partnerships with community businesses. 12. Partner with local organizations to host family learning nights. **Staff Responsible for Monitoring:** Assistant Principal, Principal, PTA, teachers, campus webmaster, district language specialist, and Counselor **Title I:** 2.52, 2.53 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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
Strategy 1: Ensure all staff are compliant and current in all state, district, and campus safety procedures. **Actions:** 1. Involve the SRO in monthly safety committee meetings to review data and update campus safety plans. 3. Conduct regular campus safety walk-throughs with the SRO and head custodian to identify and address potential risks. 4. Provide student education sessions with the SRO on digital safety, bullying prevention, and conflict resolution. 5. Collaborate with the SRO to strengthen community partnerships with local law enforcement and emergency services. 6. Utilize the SRO to support schoolwide safety drills and ensure compliance with district and state requirements. 7. Conduct an annual review of all state, district, and campus safety procedures with staff. 8. Monitor staff completion of required safety training and certifications in Safe Schools. 9. Provide regular refresher training and updates on changes to safety policies. 10. Integrate safety procedure reviews into staff meetings and professional development days. 11. Conduct monthly drills (fire, lockdown, severe weather) to ensure staff readiness and compliance. 12. Campus safety committee will meet once a month to discuss campus data and collaborate on proactive measures to keep the campus safe. 13. Communicate reminders and updates via email, teams, and newsletters to ensure awareness. 14. Substitutes are given a folder with campus safety information when they receive their key from the secretary. 15. Safety plans and campus maps are updated and included in Raptor. 16. Each classroom has an emergency backpack that maintains a student roster, campus emergency plan, maps, and emergency supplies. 17. The nurse will train the campus AED team, monitor the emergency supply bag, and ensure the AED machine is in working order. 18. The administration team keeps record of staff emergency contacts and information. 19. Raptor will be used for all drills. 20. Include school safety procedures in monthly parent newsletters and communication. 13. Maintaining locked doors and completing daily and weekly door checks of inside, outside doors and gates. **Staff Responsible for Monitoring:** Assistant principal, campus safety committee, Nurse, SRO, and principal. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems

Strategy 2 Details

Strategy 2:
Strengthen a collaborative, supportive, and welcoming campus culture through meaningful staff voice, shared leadership, recognition, professional growth, relationship-building, and intentional family and community partnerships.

Actions: 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.
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 and Leaders 5 in first and fifth grades.
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.
15. Establish a student ambassador program including 4th and 5th grade multilingual student leaders,to welcome and support newcomers and help families navigate the school community, particularly families who may experience language barriers, while promoting belonging, connection, and student leadership.

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

TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 3: Integrated Student Support Systems

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
Strategy 1: Strengthen a collaborative, supportive, and welcoming campus culture through meaningful staff voice, shared leadership, recognition, offering professional growth opportunities, relationship-building, and intentional family and community partnerships. **Actions:** 1. Establish monthly recognition during staff meetings to celebrate individual and team contributions, accomplishments, growth, and milestones. 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. Provide regular opportunities for staff feedback and input regarding campus practices, professional needs, and culture. 6.Provide professional learning, coaching, and support based on staff feedback, student needs, and campus priorities. 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.morale-building incentives campus-wide. 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. 16. Create a welcoming environment and opportunities for families and community members to participate, volunteer, mentor, and contribute to campus initiatives. 17. Provide purposeful opportunities for staff relationship-building and connectedness. 18. Maintain and reinforce campus and PLC+ norms that promote respect, collaboration, shared responsibility, and student-centered decision-making. **Staff Responsible for Monitoring:** Principal, assistant principal, PTA, LOL Team, Instructional Facilitator, and Counselors.