

Mission Statement

Vcdng"qh"Eqpvgrvu

Comprehensive Needs Assessment

Comprehensive Needs Assessment

TgxkugflCrrtqxf<"Cwiwuv"52."4246

Demographics

Fgoqitcrjkeu"Uwo oct{

The number of renters as opposed to homeowners in our Richland Middle School attendance zone accounts for much of our mobility. Many of the students have gaps in their

Student Learning

Uvwfgpv"Ngctpi"Uwo o ct{

Richland Middle School showed gains in several areas in 2023. Both 6th and 7th grade honors math reached 100% approaches. Our 8th grade Algebra was able to obtain 100%

- Math: Actual -18%; Target -21% ;
- Reading: Actual - 36%; Target - 39%;

6th grade STAAR Masters Grade Level (2023)

- Math: Actual - 14%; Target - 17%;
- Reading: Actual - 16%; Target - 19%;

8th grade STAAR Special Ed Performance Approaches Grade Level (2023)

- Math: Actual - 46%; Target - 48%;
- Reading: Actual - 56%; Target - 58%;
- Science: Actual - 52%; Target - 54%;
- Soc St: Actual - 52%; Target - 54%;

7th grade STAAR Special Ed Performance Approaches Grade Level (2023)

- Math: Actual - 56%; Target - 58%;
- Reading: Actual -66%; Target - 68%;

6th grade STAAR Special Ed Performance Approaches Grade Level (2023)

- Math: Actual - 68%; Target - 70%;
- Reading: Actual - 47%; Target - 49%;

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Richland MS School did not meet the target with a

Rtqdn g o "Uvcvg o gpv"Kfgpvkh{kpi"Uvwfgpv"Ngctpkpi"Pggu

Rtqdn g o "Uvcvg o gpv"3"Rtkqtkvk|gf+ There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year. **Tqqv"Ecwug<** Our EB population

School Processes & Programs

Uejqq"Rtqeguugu" ("Rtqitc ou"Uw o o ct{

This year RMS experienced its lowest turnover in the teaching staff in the past five years. This in large part is due to mentoring programs and mentor teachers assigned to everyone who is new to RMS. This year we are having numerous people present to the faculty their Best Products. We are celebrating successes with individualized recognition in staff meetings. Teachers are expected to serve on at least one committee and in one event so that everyone has a positive say in the RMS way.

We also house the ACCESS and AABLE student units on our campus. ACCESS deals with student who are severely handicapped mentally, emotionally and physically. Although

Perceptions

Rgtegrvkqpu"Uw o o ct{

The way the faculty likes to describe themselves is that they are like family and have pulled together through several principals and varying staff personalities. They are proud to be at RAM Nation and want the students, school and community to thrive. They also want to change the perception that they are the most difficult school in BISD. They are willing to follow leaders to the point of clarifications as long as the end goal is understood. Most teachers have attended several meetings prior to the start of school to ensure that everything

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

K o r t q x g o g p v R a c p p l i F c v c

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

- Response to Intervention (RtI) student achievement data

Uvwfgpv"Fcvc<Dgjcxkqt"cpf"Qvjgt"kpfkcevqtu

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Gornq{gg"Fcvc

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

RctgpvEq o owpkv{"Fcvc

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Uwrrqtv"U{uvgo u"cpf"Qvjgt"Fcvc

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1:

Uvtevgi{"3" Fgvcknu

- Uvtevgi{"3" Implement PDSA cycles to allow staff and students to monitor student growth during the school year and to determine students at risk of not reaching 1 years growth.
- Cevkqpu< 1.) Instructional Facilitators will meet with teachers to track progress among all tiers and conduct PDSA (Plan, Do, Study, Act) cycles on a monthly basis following progress monitoring tests in Renaissance.
 - 2.) Admin/Instructional Facilitators will monitor PDSA data and meet with teachers as needed to support PDSA cycles.
 - 3.) Instructional Facilitators will provide PLC (Professional Learning Community) training to all core departments by the end of September about effect PDSA use in the classroom to increase student performance levels.
 - 4.) Admin/Instructional Facilitators will do calibration walks to model the use of best practices involving PDSA.
 - 5.) All students will track their progress by utilizing our campus RMS digital data folder.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtupi< RLA/Math Teachers
 Instructional Facilitators
 RLA secondary content coordinator
 Math secondary content coordinator
 District PAR
 Administration

Vkvng"K<
 2.4, 2.6
 - GUH"Ngxgtu<
 Lever 5: Effective Instruction
 - Vctigvgf"Uwrrqtv"Uvtevgi{ - Cflvkqpcn"Vctigvgf"Uwrrqtv"Uvtevgi{
 Rtqdg o "Uvevg o gpvu< Student Learning 1
 Hwpfki"Uqwtegu< Instructional Facilitators - 255 - Title II - \$78,122, Instructional Facilitator - 211 - Title I - \$75,746

Uvtevgi{"4" Fgycknu

Uvtevgi{"4 Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth.

Cevkqpu< 1.) All Core teachers will utilize reading strategies within their content on a weekly basis to support the learning of all students. Emphasis will be placed on student

Performance Objective 1 Problem Statements:

Demographics

Rating of Ucvgo gpv"3: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent

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

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR .

Jki j "Rtkqtkv{

Gxcncvkkpp"Fcvc"Uqwtegu< Richland Middle School will experience gains in STAAR 2025 scores so that we can begin to walk away from targeted problem areas as outlined by the state and federal government. This will be an ongoing effort for Richland Middle School beginning in the 2025 school year.

Uvtevgi {"3" Fgvcknu

Uvtevgi {"3< Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software.

Cevkqpu< Utilize multiple funding sources to pay for professional development, instructional resources and technology to be used in Tier I instruction.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Administrators

Instructional Facilitators

Teachers

Vkvnq"K<

2.4, 2.5

- **VGC"Rtkqtkvkgu<**

Build a foundation of reading and math, Improve low-performing schools

- **GUH"Ngxgtu<**

Lever 5: Effective Instruction

- **Vet igvgf"Uwrrqtv"Uvtevgi { - Cffkvkqpcn"Vet igvgf"Uwrrqtv"Uvtevgi {**

Rtqdnq o "Uvcvg o gpvu< Student Learning 1, 2

Hwpfkpi "Uqwtegu< Professional Development - 211 - Title I - \$26,827

Uvtevgi{"4"Fgycknu

Uvtevgi{"4< Utilize all summative and district data in PDSA processes within core classrooms to drive student achievement on state objectives.

Cevkqpu< 1.) All formative and summative assessments will be utilized as data for PDSA discussions in the classroom both as a whole class and individually to determine student areas of needed growth.

2.) Remediation plans will be created by the teacher and student to shore up gaps via HB1416.

3.) Administration will have individual data discussions with core teachers by 08/21/2024.

4.) Instructional Facilitators will provide continuous support for all core subjects through the school year during PLC's.

This is a fully funded district initiative.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Core content teachers
Administration

Uvtevgi {"6" Fgycknu

Uvtevgi {"6" Social Studies department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Social Studies student's familiarity with the STAAR 2.0 test. This is an ongoing district provided initiative.

Cevkqpu< 1.) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.

2.) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.

3.) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0.

4.) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.

5.) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.

Uvchh" Tgurqpukdg" hqt" Oqpkvqtkp i< Social Studies PLC

Administration

Instructional Facilitators

Vkvnq" K<

2.4

- VGC" Rtkqtkvkgu<

Improve low-performing schools

Rtqdg o "Uvcvg o gpyu<

Uttevgi{"8<

Demographics

Reflection: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Challenge:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Student Learning

Reflection: There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year. **Challenge:** Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered

Goal 1:

Uvtevgi{"5" Fgyeknu

Uvtevgi{"5 Character Strong Curriculum implementation to help develop Leadership Characteristics and training to assist with Social Emotional Learning to our students.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance. This is an ongoing concern that will be measured in the 2025 school year.

Jki j "Rtkqtkv{

Gxcnwcvkqp"Fcvc"Uqwtegu< Richland Middle School will utilize a student committee to provide rewards to students with perfect attendance in hopes that we can raise our ADA from 93% to 95 %.

Uvtevgi {"3" Fgvekn

Uvtevgi {"3< Students with perfect attendance every nine weeks will win prizes or receive special accolades.

Cevkqpu< 1.) Attendance clerk will provide ADA by nine weeks.

2.) Develop a student committee to find what motivates today's student to attend school.

3.) Students with perfect attendance will receive an a pizza party during respective lunches.

4.) Students with perfect attendance by semester will win another type prize using funds provided by RMS.

5.) Student names who have had perfect attendance all will be entered in a drawing and win something agreed upon by the student 2025 perfect attendance committee. Drawings will occur in three week increments throughout the nine weeks.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Administration

Attendance clerk

Attendance Committee

VGC"Rtkqtkvkgu<

Improve low-performing schools

Rtqdn g o "Uvcvg o gpvu< Demographics 1

Uvtevgi{"4" Fgycknu

Uvtevgi{"4 Develop a comprehensive plan for parent conferences and communication with regard to student absences. RMS will utilize the Attendance system of attendance tracking to progress monitor throughout the 2025 school year.

Cevkqpu<

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus. This is an ongoing concern that will be measured in the 2025 school year.

Continuous Improvement PDSA charts will be one of the items that we look for in every room during T-TESS observations and Walk-Throughs. Three strategic walk-throughs will be conducted to measure this objective. The first walk will be in early fall, a second in late winter, and final walk in early spring. RMS will also add a layer of Instructional Calibration walks to verify the use of all academic systems.

Uvtevgi{"3" Fgycknu

Uvtevgi{"3< Employ continuous improvement cycles in all core classes for each unit of instruction.

Cevkqpu< 1.) 1st PD portion of the CI (Continuous Improvement) cycle will be done the first week of each nine weeks with Instructional coach and administration.

2.) Evidence on PDSA will be collected by admin and Instructional Coach during walkthroughs and a administrative PDSA cycle will be held during admin staff meeting to address needs for teachers . Core teacher evidence/PDSA training will occur during August PLC by Instructional Coach and MTSS Specialist.

3.) Individual teacher support will be delivered by coaches and admin as needed.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Instructional Coach

MTSS Specialist

Administration

Department chairs

Teachers

GUH" Ngxgtu<

Lever 2: Strategic Staffing

Rtqdnq o "Uvcvg o gpvu< Student Learning 1, 2

Uvtevgi {"4" Fgycknu

Uvtevgi {"4 Use behavioral MTSS data as well as other discipline data to increase student time in class. This will be measured by end of the year discipline results. Richland Middle School has set a reduction goal of 5% from the previous 2024 year of students who were out of placement (In School Suspension/Out of School Suspension)

Cevkqpu 1.) Data will be collected by asst. principals each of the five MTSS sessions throughout the school year.

2.) Administrators will review the discipline data on a weekly basis and utilize progressive discipline to help remediate inappropriate students behavior which in turn will provide a better experience in the classroom.

3.) Administrators will begin weekly discipline reviews to ensure effectiveness of behavior monitoring systems by educators.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi Administration

Instructional Facilitators

Counselors

GUH" Ngxgtu

Lever 2: Strategic Staffing

Rtqdnng o "Uvcvg o gpv Demographics 1 - Perceptions 1

Performance Objective 2 Problem Statements:

Demographics

Rtqdnng o "Uvcvg o gpv"3: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Tqqv" Ecwug:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Student Learning

Rtqdnng o "Uvcvg o gpv"3: There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year. **Tqqv" Ecwug:** Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Rtqdnng o "Uvcvg o gpv"4: There are still several areas below a 50% Approaches Grade Level Pass Rate in our Identified populations. This is an ongoing concern that will be measured in the 2025 school year. **Tqqv" Ecwug:** A lack of cohesive vision and consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

Perceptions

Rtqdnng o "Uvcvg o gpv"3: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Tqqv" Ecwug:** Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: RMS will highlight/spotlight students to promote healthy well-being and achievements.

Performance Objective 3: RMS will monitor quarterly discipline, attendance, academic, and acts of leadership to ensure there is improvement in each category quarter over time. RMS will also utilize end of year student surveys to review the effectiveness and efficiency of this objective. RMS will utilize the frequency of the House system to promote positive well-being by tracking points earned by individual and groups of students. These groups of students will be celebrated throughout the 2025 school year.

Uvtevgi {"3" Fgycknu
<p>Uvtevgi {"3" On a monthly basis, teachers will each nominate two students of the month, one male and one female.</p> <p>Cevkqpu < 1.) RMS will develop a Ram Store that inspires the character qualities of the BISD Portrait of A Graduate. 2.) Students will receive a reward from the RMS Ram Store. 3.) Students recognized each month will have the opportunity to be chosen to attend Camp Connect, provided by BISD.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi < Administration Teachers</p> <p>Vkvng" K< 2.5 - GUH" Ngxgtu< Lever 3: Positive School Culture Rtqdnq o "Uvcvg o gpvu< School Processes & Programs 1 - Perceptions 1</p>
Uvtevgi {"4" Fgycknu
<p>Uvtevgi {"4" RMS will create and distribute Ram Bucks for students displaying characteristics of leadership.</p> <p>Cevkqpu < 1.) Teachers will recognize students on a frequent basis by providing Ram Bucks to students who display being an empowered learner, responsible citizen, global</p>

School Processes & Programs

Strengths: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. **Weaknesses:** Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.

Perceptions

Strengths: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Weaknesses:** Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2025 school year.

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

Key Indicator:

Measurement: Use a district and campus survey in May 2025 to gauge the success of this goal.

Uptvgi {"3" Fgvcknu

Uptvgi {"3" Use Character Strong and Responsive Teaching to increase the general feelings of well being among the stakeholders on campus.

- | |
|---|
| <p>Character Strong 1.) Character Strong lessons surrounding safe and appropriate interactions at school will be developed by provided by the district and teachers will implement during elective times weekly.</p> <p>2.) Staff will utilize Responsive Teaching training to encourage the sense of well being among all stakeholders on campus.</p> <p>3.) RMS will highlight eight different teachers each month to bolster family atmosphere and sense of well being.</p> <p>4.) RMS Faculty Advisory Committee will design opportunities for students to take leadership initiatives to improve the wellbeing of all stakeholders.</p> |
|---|

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2025 school year.

Performance Objective 2: Ensure staff and students have a sense of safety and security while at Richland Middle School.

Jki j "Rtkqtkv{

Gxcnwcvkqp"Fcvc"Uqwtegu< Faithfully present all BISD Safety and Security Videos to appropriate groups.

Uvtevgi{"3" Fgvckm

Uvtevgi{"3< Perform safety walkthroughs to ensure that safety and security guidelines are being followed.

- Cevkqpu<** 1.) Administration/Head custodian will perform weekly walkthroughs to identify and address potential safety concerns on campus.
- 2.) Administration will put any safety heat tickets into the system within 24 hours of walkthroughs.
- 3.) Administration will adhere to District guidelines ensuring the safety of all.
- 4.) Administration will conduct monthly safety drills utilizing NAV360 as its reporting system.

Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi< Administration
Head custodian

Rtqdg o "Uvcvg o gpvu< School Processes & Programs 1

Staff RSchooote

/

M

6 W D I I

Goal 3:

State Compensatory

Budget for Richland Middle School

Total SCE Funds: \$448,768.00

Total FTEs Funded by SCE: 5.23

Brief Description of SCE Services and/or Programs

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

Personnel for Richland Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cynthia Silva	Teacher	1
Inia Umpierre	Reading Intervention	0.65
Leslie Thomas	Teacher	0.29
Lindsay Nicol	Teacher	1
Louisa Clayton	Teacher	0.29
Lynn Poston	Student Assistance Counselor	1
Marian George Mekhail	Educational Assistant	1

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

1. Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

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

1. Identify and provide services to at risk students, including homeless and teen parents that will support their enrollment, attendance, and success.

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

2. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and its program in improving the academic quality of its Title 1, Part A schools, both at the district and campus level. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (Specify "other").

The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify "other").

SAMPLE ANSWER

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

Eq o o w p k v { " O g o d g t u <
H t g f " O c n f q p c f q
Student Members: Justin Howell, Sampson Aldridge, Yeslian Rodriguez
Teachers: Jonathan Mickens, Alexis Lopez, Elizabeth Traylor, Courtney Mata, Stacy Howell, Amanda Walker
Administrators: Billy Neal
Other District Personnel: Sharon Lane, Jennifer Moreau, Jeannie Cannata

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

4.2: Offer flexible number of parent involvement meetings

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

1. Conducting a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title 1, Part A schools. An annual meeting for Title 1, Part A parents will be held each Title 1 campus. The district will provide training for schools on Title 1, Part A and best practices in conducting the Title 1, Part A Annual Meetings where parents are informed on how funds are used on their campus for parental involvement activities.

Campus Funding Summary

3; ;/" I gpgtcn"Hwpfu<UEG					
I qcn	Qdlgevksxg	Uvtevgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	2	2	SCE Campus Personnel		\$448,768.00
				Uwd/Vqvcn	\$448,768.00