

Birdville Independent School District
O.H. Stowe Elementary
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

O.H. Stowe Elementary School is located in Haltom City, Texas which is just northeast of downtown Fort Worth. We have approximately 636 students with 76% qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 10%, American Indian-0.3%, Asian-10%, Hispanic-52%, White-28%, Two or More- 3%. Additionally, OHS has the following special population groups: Gifted and Talented 5%, Special Education 9%, ESL Students 28%, Mobility Rate 20%. We believe that having a positive and collaborative campus culture where everyone works together to do what is needed will help us meet the varied needs of our students. Stowe staff values collaboration and effective professional learning communities (PLC's). The faculty and staff place value on knowing our students and designing engaging work that meets their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, science, social studies, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions will help us achieve excellence for the 2019-2020 school year.

Demographics Strengths

The diversity at OHS is a strength due to our ability to learn from each other and value different ways of thinking to become global learners. Additionally, due to our student's experiences our staff is able to draw from a variety of life lessons which enhances the learning platform. OHS students excel in mathematics. Specifically, 95% of all 5th graders passed the 5th grade state test. Additionally, OHS students consistently compete in the Battle of the Books competition every year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance percentages are in 3rd quartile of similar campuses..

Student Learning

Student Learning Summary

2020-2021: Teachers were teaching both in-person and online through dual platforms. STAAR Scores saw a significant decrease attributed to the effects of the pandemic.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 O.H. Stowe Elementary School met the target with a TELPAS progress rate of **55%**. In 2020-2021 O.H. Stowe Elementary School again met the target with a TELPAS progress rate of **45%**. In comparing the progress rate from 2019 and 2021, O.H. Stowe demonstrated a **10% point decrease** in students' English Language Proficiency Status.

2019-2020: Due to a global pandemic, the STAAR test was canceled for the 2019-2020 school year.

2018-2019: Our students continue to be successful in 5th grade math and reading. Over 95% of our 5th grade students were successful on the state exam in 5th grade math, and 82% were successful on the 5th grade English exam, and 85% were successful on the 5th grade science exams. Our 5th grade STAAR scores were the best or matched the best STAAR scores in the past five years. . Additionally, Stowe students made gains in all areas except for 3rd and 4th grade reading. In addition to state testing, 99% of our students were successful in passing all of their core classes (Reading, Writing, Math, Social Studies, and Science). O.H. Stowe received five out of six distinctions in academic achievement in science, top 25% comparative academic growth, academic achievement in English language arts/reading, post-secondary readiness, and top 25% comparative closing the gaps. We did not meet one distinction in academic achievement in mathematics. Our overall rating is B (85 out of 100).

O.H. Stowe is identified for targeted support and improvement for reading and mathematics achievement and growth in 3rd through 5th grade.

Our Special Education students math performance was 28.57% students passing at the Approaching level in third grade, 60% students passing at the Approaching level in fourth grade, and 77.77% students passing at the Approaching level in fifth grade on STAAR. Our Special Education students reading performance was 28.57% students passing at the Approaching level in third grade, 30.77% students passing at the Approaching level in fourth grade, and 33.33% students passing at the Approaching level in fifth grade on STAAR. Our Special Education students writing performance was 30.77% students passing at the Approaching level in fourth grade on the STAAR. Our Special Education students science performance was 55.56% students passing at the Approaching level in fourth grade on the STAAR.

	3M	3R	3R (Sp)	4M	4R	4R (Sp)	4W	4W (Sp)	5M	5R	5R (Sp)	5Sci
2012	82	80	81	66	70	72	64	83	77	74	67	70
2013	78	75	86	75	75	81	77	75	74	67	75	66
2014	80	83	71	72	73	76	68	71	84	81	78	81
2015	89	86	59	78	70	80	63	85	86	86	78	77
2016	79	76	41	81	79	78	77	74	77	73	64	75
2017	78	79	53	89	66	63	66	75	84	89	81	69
2018	81	74	71	83	79	86	66	57	84	77	100	85
2019	87	74	72	87	71	75	67	93	95	82	91	85
2021	69	67	100	43	57	0	36	50	80	72	100	57

Reading MOY 2020 RtI Placement							
	Kinder	1st	2nd	3rd	4th	5th	K-5th Avg
Tier 3		15	34	23	26	24	26 25
Tier 2		22	10	14	33	21	15 20
Tier 1		63	46	61	41	55	62 55

Reading EOY 2019 RtI Placement						
	Kinder	1st	2nd	3rd	4th	5th
Tier 3	13		32	12	9	18
Tier 2		2011	28	20	19	13
Tier 1		6757	59	71	63	75

Math MOY 2020 RtI Placement							
	Kinder	1st	2nd	3rd	4th	5th	K-5th avg
Tier 3		11	13	15	20	21	27 18
Tier 2		23	12	7	25	27	21 29
Tier 1		66	75	76	55	52	52 63

Math EOY 2019 RtI Placement						
	Kinder	1st	2nd	3rd	4th	5th
Tier 3		28	15	7	7	16
Tier 2	24	13	17		17	2421
Tier 1	67	73	76	76	60	76

Student Learning Strengths

Academics from 2019-2020: Due to a global pandemic, the STAAR test was canceled for the 2019-2020 school year.

Academics from 2018-2019:

95% pass rate on 5th grade math. Improvement from previous year.

82% pass rate on 5th grade reading. Improvement from previous year.

85% pass rate on 5th grade science. Better than BISSD and state average

87% pass rate on 3rd grade math. Improvement from previous year.

Fine Arts:

42 students participated in the Stowe Singers

25 students participated in the Battle of the Books

71% of K-5th students on Math Tier 1 EOY 2019

66% of K-5th students on Reading Tier 1 EOY 2019

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 3rd & 4th grade STAAR Reading Scores dropped in 2019 compared to 2018.

School Processes & Programs

School Processes & Programs Summary

Students at Stowe are served by a number of specialized programs related to student need. 76% of students are served by the free/reduced price lunch program, (BISD 58%) and 33% of students are English Learners (ELs), (BISD 20%) served by bilingual or English as a second language (EL) programs. Currently, 11% of students are served through special education, (BISD 10%).

Another specialized program at O.H. Stowe, is our special education SEEC program. The SEEC program supports students with communication disabilities. There are three self-contained SEEC classrooms. The ultimate goal is to maximize student placement in mainstream settings where they have access to the general curriculum and interactions with peers.

The academic RtI program serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.

Performance data suggest that the RtI program has been moderately successful in moving students off of tiered interventions, there remains too large of a proportion of students served on Tier 3, which is based in part on universal screener performance below the 10th percentile nationally.

School Processes & Programs Strengths

The percentage of students in grades K-5 requiring tiered interventions has decreased steadily since 2014-2015. For example, the percentage of student receiving tier 3 and tier 2 interventions in reading decreased from 29% in spring of 2015 to 24% in spring of 2018. In math the numbers reduced from 20% to 15% over the same time period.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The percentage of tier 2 & 3 students in reading (K-5th) increased from 24% in 2018 to 34% in 2019.

Perceptions

Perceptions Summary

Stowe plans to increase the amount of data collected on a regular basis from students, parents and staff regarding their perceptions of campus programs, processes, and procedures. We will continue to collect perception data on school safety issues. During the most recent safety survey data from students, parents, & staff regarding school safety issues using an online survey. Data collected included perceptions of the overall safety environment of schools, safety issues that respondents indicated were most important, and recognition of several procedural, equipment and structural changes that have been made over the past several years to improve campus security, such as fencing, surveillance cameras, and use of security vestibules to limit access to facilities.

Students considered the following to be the top 5 safety issues of concern (in order from greatest to least):

1. Bullying
2. Weapons
3. Drugs
4. Violence
5. Gangs/School Crossing Safety

Staff considered these to be the top 5 safety issues on campus:

1. Drop off/Pickup Area Safety
2. School Discipline
3. School Crossing Safety
4. Bus Safety
5. Bullying

Survey results also indicated the following regarding perceptions of school safety.

- 61% of students and 74% of staff members reported always feeling safe at school.
- 60% of students and 96% of staff members indicated that they have never been bullied at school
- 80% of students indicated that they felt free to talk to a teacher or administrator if they had concerns about campus safety.

Perceptions Strengths

- According to the most recent safety survey, 90% of students, 100% of parents, and 98% of staff members consider their/their students' campus to be safe and orderly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 38% of Stowe staff listed school discipline as safety issue they are most concerned about. Just 23% of BISD staff listed this as biggest area of concern.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals





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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics between the beginning and end of year.

Targeted or ESF High Priority

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels; Renaissance Star Math Benchmark

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity to implement the district literacy plan at the campus level.</p> <p>Actions: a) Ensure campus literacy plan is aligned with district plan. b) Provide literacy training for staff in support of district literacy plan. c) Utilize Instructional Coaches and Reading Academy Coach for grades kindergarten and 1st grade to provide 1-1 support for staff. d) Provide additional literacy training to campus staff e) Continue utilizing literacy strategies are implemented in all core content classes in support of all students. f) Select teachers will be trained to deliver literacy strategies across the curriculum. g) Utilize coaching model to assist classroom teachers with implementation of strategies (plan, observe, provide feedback, co-teach, repeat) h) Targeted tutorials before school, after school for specific groups of students who need additional support. i) Use nonfiction reading strategies such as signpost and vocabulary strategies. j) Continue utilizing literacy strategies are implemented in all core content classes.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Reading Academy Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the campus literacy plan through established priorities for system-wide literacy practices.</p> <p>Actions: a) Schedule campus instructional walks led by campus administration & utilize data to review progress b) Schedule observations of effective literacy classrooms for teachers c) Curriculum Instructional Rounds team will lesson design with teachers, observe teachers, and give feedback</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide resources to assist Tier 2 and Tier 3 students make at least one year's reading and mathematics progress.</p> <p>Actions: a) Utilize reading & math interventionists to provide appropriate support for tier 2 and tier 3 students b) Provide instructional resources for classroom teachers & reading interventions. c) Utilize ESSR funds for teachers to provide accelerated instruction to students in small groups (ratios not exceeding 5:1) before or after school.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$37,780, Instructional Resources - 211 - Title I - \$20,000, Personnel - 211 - Title I - \$75,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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 and district CBA assessments.

Targeted or ESF High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments.</p> <p>Actions: a) Align special education instructional practices to the literacy plan and Tier I priorities b) Increase opportunities for collaboration between general education and special education teachers c) Train all teachers on effective strategies to use with students receiving special education services d) Continue to have special education representation on the Stowe LOL team</p> <p>Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Resources - 211 - Title I - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a collaborative process that requires general education and special education to monitor student progress on a regular and consistent basis.</p> <p>Actions: a) Analyze current practice in monitoring student progress to ensure that campus data reviews include all students, including those with disabilities b) Use district protocol for monitoring progress c) Provide quality professional learning on Tier I priorities and how to include these high-yield instructional strategies in all special education settings d) in self-contained SEEC program, administrators and behavior facilitators will meet teachers and paraprofessionals weekly. e) Provide professional learning to STAAR tested grades for Tier I comprehension strategies and structures based on the Jennifer Serravallo book. f) purchase TEK aligned flipbooks with Tier 1 and intervention strategies. g) Purchase STAAR software to prepare students for the new STAAR testing platform and to provide intervention for those at risk of not mastering the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Resources - 211 - Title I - \$11,232</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement system-wide instructional practices appropriate for ELs.</p> <p>Actions: a) Provide quality training for all instructional staff to engage and support English learners b) utilize DL/ESL coach to help with lesson design, model lessons and strategies for ELs, co-teach, analyze EL student data, help K-2 teachers with new dual language program, help 3rd-5th plan and observe cross-linguistic transfer lessons in math and science, plan and observe lessons for newcomers, and observe students. c) administrators will meet with DL/ESL coach each week and do walk-throughs weekly to calibrate d) Monitor language proficiency and academic performance data to identify where additional support is needed e) Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand</p> <p>Staff Responsible for Monitoring: Campus Administration DL/ESL Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom</p> <p>Actions: a) Collect evidence from classroom walk-throughs and observations on successful use of continuous improvement in improving outcomes b) Provide support and training to teachers on continuous improvement process. c) Review campus PDSA for Student Progress in August staff development and throughout the year in PLCs - plan developed in 2019 - 2020 to implement continuous improvement across the campus d) Continue implementation of coordinated plan for training teachers on classroom continuous improvement (August staff development and ongoing professional development) e) each teacher will create a SMART goal for one summative assessment each six weeks and utilize PDSA process with each class.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Enlist community and business partners to assist in providing support to students and families</p> <p>Actions: a) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. Depending on the current situation, these events will have to be virtual until further notice. b) Identify and communicate the needs of the student population and their families with community partners c) Design and implement a Family and Parent Engagement Policy d) Host a Title 1 Meeting e) Utilize Community in Schools Social Worker f) add a Parent-Liaison position to increase parent engagement and attendance at family nights</p> <p>Staff Responsible for Monitoring: Campus Administration ASPIRE Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Parent Liaison - 211 - Title I - \$23,937</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development.

Strategy 1 Details	Reviews			
<p>Strategy 1: Infuse Social and Emotional Learning into all elements of school culture.</p> <p>Actions: (A) Design student tasks that provide students with experiences to develop socially and emotionally. (B) Design activities that will integrate SEL values throughout the campus. (C) Collect data through surveys that will be used to monitor implementation and determine impact of SEL. (D) Align SEL with elements of the curriculum such as safety programs, guidance lessons, and tier 1 behavior RtI. (E) Use rubrics that can be used to help teachers and students understand and progress monitor behavior. (F) Design classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies. (G) Implement a Digital Citizenship and Safety program. (H) Work with staff and community to create and sustain a school culture that aligns with our SEL goals. (I) Community in Schools will work with staff, students, and community to foster the social and emotional development of students. (J) Get all staff trained in Capturing Kids' Hearts throughout the 2021-2022 school year with full campus-wide implementation in August 2022.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor Community in Schools Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Community in Schools - 211 - Title I - \$42,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district behavioral RtI plan</p> <p>Actions: a) Provide training on the district behavior RtI plan. b) Identify needed support systems. c) Utilize PBIS Rewards system d) Utilize Community in Schools social worker. e) Meet with district behavior facilitator and teachers to develop plans for tier 2 and tier 3 students.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Communities in Schools - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Receive professional development and develop an implementation plan for Tier I discipline practices.</p> <p>Actions: a) Fall 2021, LOL members trained in Capturing Kids' Hearts and develop implementation plan for 2022-2023 b) Leadership Team attend Leadership Blueprint provided by the Flippen Group c) Summer 2021, all staff trained in Capturing Kids' Hearts</p> <p>Funding Sources: Capturing Kids' Hearts - 211 - Title I - \$1,732</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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





Performance Objective 5: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.

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 6: Utilize resources to provide personnel, instructional materials, and resources to build the social-emotional learning for all 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a campus program to incentivize student and staff attendance.</p> <p>Actions: a) Develop and implement strategies to increase student attendance by use of incentives b) Develop and implement strategies to increase staff attendance by use of incentives</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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.

Strategy 1 Details	Reviews			
Strategy 1: Develop and deploy continuous improvement processes at the district department level Actions: a) Require every classroom to establish a SMART goal to improve effectiveness. b) Provide training on SMART goals to new staff. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: All students and staff will learn and work in a safe and responsive environment.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>Actions: a) Review perception data from students, staff and parents to identify strategies to improve campus safety b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being c) Hold Campus Safety PLC Meetings to review safety data & procedures d) Provide procedures documents for teachers, students, and parents to follow in any type of campus emergency situation e) Train all staff on Capturing Kids' Hearts to increase the student connections and sense of belonging on campus</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement district-wide program that promotes an accident-free work environment.</p> <p>Actions: a) Require staff to complete SafeSchools training. b) Conduct mandatory safety training sessions per the district plan at staff meetings. c) Perform campus/building safety walk throughs as required by district plan. d) Review Worker's Comp. data from previous years.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Create a common focus and goal with new mission statement, vision statement, and values.

Performance Objective 1: All teachers, administrators and staff members will develop a new vision, mission, and values for the school.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Analyze, modify, and develop a new vision statement, mission statement, and values for the school.</p> <p>Actions: a) during PLC continue conversations with teachers about what we offer as a school and what we want to accomplish. b) during August professional development, present to teachers and staff about previous work on vision statement, vision statement, and values c) In September, decide new vision, mission, and core values in LOL meeting.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for O.H. Stowe Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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Personnel for O.H. Stowe Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Charlie Brockelman	Math Interventionist	0.5
Jean Talent	Reading Interventionist	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

Parents:

Joanna Casiano

Amber Batista

Community Members:

[LIST NAMES]

Teachers:

Yuri Flores-Santiago

Romanica Jones

Sherri Burke

Shelley Twilligear

Billy Heng

Maria Woodward

Jose Batista

Parents:

Joanna Casiano

Amber Batista

Administrators:

Nathan Frymark

Carrie Welborn

Other Campus and District Staff:

Jaye Antwine

Janeth Arriola

2.2: Regular monitoring and revision

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

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

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 65% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
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

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, accelerated instruction, and targeted tutorials.

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

Parents:

Joanna Casiano

Yuridia Flores

Teachers:

n/a

Administrators:

Nathyn Frymark

Carrie Welborn

Other Campus and District Staff:

Jaye Antwine, Instructional Coach

Jason Gardner, Site Coordinator for ASPIRE

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.

3.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Tuesday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at BISD Plaza
- August Meet the Teacher Night (Monday only) on campus
- Stowe Family Dinner and Title I Parent Night, September 28 - Tuesday evening at 6:30; Virtual offering Friday morning at 10:00 am
- October Fall Festival - October 22, 2021

- December Winter Concert and Painting with Coco (date TBD) on campus
- March Carnival and Multicultural Night (TBD) on campus

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charlie Brockleman	Math Interventionist	Title I	0.5
Yuri Flores-Santiago	Reading Interventionist	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Resources		\$20,000.00
1	1	3	Personnel		\$75,000.00
1	2	1	Instructional Resources		\$20,000.00
1	2	2	Instructional Resources		\$11,232.00
1	2	5	Parent Liaison		\$23,937.00
1	3	1	Community in Schools		\$42,000.00
1	4	1	Communities in Schools		\$0.00
1	4	2	Capturing Kids' Hearts		\$1,732.00
Sub-Total					\$193,901.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER Tutors		\$37,780.00
Sub-Total					\$37,780.00
Grand Total					\$231,681.00

Addendums

2018-2019 O.H. Stowe Parent Involvement Strategies

	Requirement	Timeline	Activity	Evaluation Measure(s)
1.	Participation in parent involvement policy development	End of 1st semester	Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments Component number 6	• Campus policy • Written parent suggestions
2.	Participation in decision making for Title I Program	All year	Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings Component number 6	• SBDM • Agenda
3.	Communicate program information to all parents	October PTA meeting	Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers Component number 6	• Calendar of parent activities and sign in sheet of participation. • Schedule of staff development.
			3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data Component number 6	• Parent Conferences • Letters to parents • State reports
			4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English Component number 6	• Notes home to parents • Other parent communication

2018-2019 O.H. Stowe Parent Involvement Strategies

	Requirement	Timeline	Activity	Evaluation Measure(s)
4.	Shared responsibility for student achievement	Registration	Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration Component number 6	• Compacts • Surveys
5.	Build capacities of all parents	All year	Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. • English classes for Non English speaking parents • Parent Conferences • Parent Workshops Component number 4 and 6	• Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations
6.	Build capacities of staff	Aug. to May	Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents Component number 4 and 6	• Sign in sheets
7.	Coordinate and integrate Title I parent program with other parent programs	Aug. to May	Coordinate parent involvement under Title I with Head Start, Even Start, Title III, • Information about other programs is sent home to parents to encourage participation. Component number 6	• Parent training schedules • Session evaluations • Budget records

8.	Ensure smooth transition for students and families into Kindergarten and from 5 th grade to Middle School.	January March to Aug	<p>Middle school and elementary counselors arrange school visit for 5th graders in December; the middle school conducts a summer camp for incoming 5th graders; all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. Provide Kinder Launch for incoming Kindergarten students & parents; Meet the Teacher night;</p> <p>Component number 6 and 7</p>	<ul style="list-style-type: none"> • Trip to middle school • Sign in sheets • Preregistered students for 6th grade • Pre-registered students • Sign in sheets
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2018-2019 Highly Qualified Recruitment and Retention Plan O.H. Stowe Elementary School

Campus Goal: All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.

Campus Objectives: 100% of core area teachers will be highly qualified.

100% of instructional paraprofessionals will meet the highly qualified standard.

100% of new hires will meet highly qualified status prior to employment.

The percentage of teachers receiving high-quality professional development will be 100%

Schoolwide Component	Strategic Action	Target Population	Responsible Staff (Position)	Resources (Funds/Professional Learning/Materials)	Monitoring (Formative)	Results (Summative)
Highly Qualified Staff	Participate in recruitment activities to ensure highly qualified personnel in all positions. Component number 3, 4, and 5	All staff	Principal Designated teachers Personnel Director & Coordinators	Local funds Title III-A Title II-A	Number of positions posted Number of recruitment activities Number of applications completed	Personnel files 2018-2019 NCLB Highly Qualified Report 100% of teachers and paraprofessionals are highly qualified
Highly Qualified Staff	Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff. Component number 3, 4, and 5	First-year teachers	Principal Designated teachers Director of Curriculum and Instruction	Local funds Activity Account	List of first-year teachers List of mentors Schedule of planned activities	Personnel files Expenditure reports for mentor stipends Mentoring program evaluations All new teachers were provided a mentor

2018-2019 Highly Qualified Recruitment and Retention Plan O.H. Stowe Elementary School

Highly Qualified Staff	Communicate with personnel department regarding highly qualified status of all Teachers Component number 3, 4, and 5	All teachers	Principal Personnel Director & Coordinators	Local funds	Personnel files Teacher interviews Applications	Personnel files Principal attestations 100% of teachers and paraprofessionals are highly qualified
Highly Qualified Staff	Assist teachers in maintaining or attaining certification & completing required technology and/or GT hours Component number 1, 3, 4, and 5	All teachers	Principal Personnel Coordinators ESL Consultant GT Consultant TIMS	Local funds Title I-A Title II-A Title III GT funds	Schedule of professional learning opportunities Schedule of certification study classes & exams	Eduphoria Records - Workshop Documentation of professional learning sessions attended Copies of certifications obtained
Highly Qualified Staff	Communicate with personnel department regarding highly-qualified status of all instructional Paraprofessionals Component number 3, 4, and 5	All instructional para-professionals	Principal Personnel Coordinator Federal Programs Coordinator	Local funds	Personnel records Paraprofessional applications Schedule of professional learning opportunities	Eduphoria Records - Workshop Personnel list of Highly-qualified Paraprofessionals

2018-2019 Highly Qualified Recruitment and Retention Plan O.H. Stowe Elementary School

Highly Qualified Staff	Ensure that teachers receive high-quality professional development at the campus and the district level Component number 1, 2, 3, 4, 5, 8, 9, and 10	All teachers	Principal Director of Curriculum and Instruction	Local funds Title I-A funds Title II-A funds	Schedule of professional learning opportunities	Eduphoria Records - Workshop Agendas of campus professional learning sessions Documentation of conferences attended
Highly Qualified Staff	Provide strategies to attract highly qualified teachers Component number 3, 4, and 5	All teachers	Principal Personnel Director & Coordinators	Local funds Title I-A funds Title II-A funds	Surveys Schedule of professional learning opportunities Teacher interviews	Personnel files Surveys