

# **Birdville Independent School District**

## **O.H. Stowe Elementary**

### **2023-2024 Improvement Plan**

**Accountability Rating: C**



# Mission Statement

"Good. Better. Best. Never rest until your good is better and your better is best!"

## Vision

We envision a school where we build a foundation for learning by leading by example, inspiring change, and providing opportunities that will make lasting impacts on the hearts and minds of all students.

## Value Statement

BEAVER Virtues:

Brave

Encourager

Adaptable

Visionary

Empathetic

Respectful

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Goals	10
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	11
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	22
Goal 3: All students and staff will learn and work in a safe and responsive environment.	24
State Compensatory	26
Budget for O.H. Stowe Elementary	27
Personnel for O.H. Stowe Elementary	27
Title I	27
1.1: Comprehensive Needs Assessment	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
2.2: Regular monitoring and revision	28
2.3: Available to parents and community in an understandable format and language	28
2.4: Opportunities for all children to meet State standards	29
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	30
3.1: Annually evaluate the schoolwide plan	30
4.1: Develop and distribute Parent and Family Engagement Policy	30
4.2: Offer flexible number of parent involvement meetings	31
Title I Personnel	32
Campus Funding Summary	33

# 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 680 students with 83% qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 14%, American Indian-0.4%, Asian-7%, Hispanic-53%, White-21%, Two or More- 4%. Additionally, OHS has the following special population groups: Gifted and Talented 2.5%, Special Education 18%, ESL Students 34%, 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 2023-2024 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. Staff works to identify individual needs of each student and develop educational plans that improve the student's learning experience. Additionally, due to our student's experiences our staff is able to draw from a variety of life lessons which enhances the learning platform. Families share that they love our campus and how included they feel in their child's educational experience. Stowe has many families that take pride in the fact that they have had generations attend the school.

One additional strength is our growth in improving the attendance rate for all students over the last year and are working to get back to the pre-COVID attendance norms.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The chronic absenteeism rate is 25%. **Root Cause:** Parent education on attendance laws in Texas. Additionally, transportation can be an issue in getting students to/from school.

# Student Learning

## Student Learning Summary

OH Stowe works to provide a learning environment that is focused on the growth and development of the whole child. In addition to academic resources, Stowe has seen the need to provide a full-time second assistant principal and counselor to the campus. The counselor serves as a Crisis Intervention Counselor. Additionally, this year, the campus is providing a MTSS Specialist to assist in the structure, design, and implementation of intervention across the campus.

As a campus, 75% of students are considered Tier II or Tier III in reading and/or mathematics. Based on the 2023 STAAR data, Stowe saw significant growth from 4th to 5th grade in both math and reading, small growth from 3rd to 4th grade in reading, and no growth from 3rd to 4th grade in math. Stowe still is performing below the district average in reading and math. Students in Kindergarten through 2nd grade are working to get to on grade level before entering 3rd grade. In 3rd-5th grade, students are working to make at least one year's growth in reading and math.

### STAAR 2023 Stowe Spring 2023 vs. Stowe Spring 2022 (English Assessments)

	Reading		Mathematics		Science	
	Spring 2023	Spring 2022	Spring 2023	Spring 2022	Spring 2023	Spring 2022
3rd Grade (A+M+M)	55.55%	69.32%	52.22%	48.86%		
4th Grade (A+M+M)	67.82%	81.82%	41.49%	61.80%		
5th Grade (A+M+M)	79.30%	70.97%	72.72%	65.22%	52.81%	61.29%
Note: A+M+M is Approa						
*Not enough students t						

### STAAR 2023 Stowe Spring 2023 vs. Stowe Spring 2022 (Spanish Assessments)

	Reading		Mathematics		Science	
	Spring 2023	Spring 2022	Spring 2023	Spring 2022	Spring 2023	Spring 2022
3rd Grade (A+M+M)	59%	50%	44.45%	44.51		
4th Grade (A+M+M)	62%	50%	0%	*		
5th Grade (A+M+M)	67%	*	*	*	*	*
Note: A+M+M						
*Not enough s						

### STAAR 2023 Data Stowe Spring 2023 vs. District (English Assessments)

	Reading		Mathematics		Science	
	Campus	District	Campus	District	Campus	District
3rd Grade (A+M+M)	55.55%	78.26%	52.22%	75.89%		
4th Grade (A+M+M)	67.82%	81.23%	41.49%	70.13%		
5th Grade (A+M+M)	79.30%	82.88%	74.72%	81.44%	52.81%	67.87%
Note: A+M+M is Approa						

STAAR 2023 Data Stowe Spring 2023 vs. Distric (Spanish Assessments)

	Reading		Mathematics		Science	
	Campus	District	Campus	District	Campus	District
3rd Grade (A+M+M)	59%	79.20%	44.45%	88.13%		
4th Grade (A+M+M)	62%	65.22%	0%	31.51%		
5th Grade (A+M+M)	67%	50.00%	*	46.43%	*	20.69%
Note: A+M+M is Approa						
*Not enough students to						

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2021-2022 O.H. Stowe met the target with a TELPAS progress rate of 48%. Accountability data for the 2022-2023 school year is not out to determine fi we met our target measure.

	Listening				Speaking				Reading				Writing				Composite			
	Beginn	Int	Advanc	Adv High	Beginn	Int	Advanc	Adv High	Beginn	Int	Advanc	Adv High	Beginn	Int	Advanc	Adv High	Beginn	Int	Advanc	Adv High
Kinder	42	23	26	10	45	29	16	10	39	39	13	10	45	23	23	10	35	32	23	10
1st	29	20	49	3	31	31	37	0	40	29	23	9	31	40	17	11	31	26	34	9
2nd	15	26	26	32	29	38	21	12	41	41	15	3	47	29	21	3	24	41	26	9
3rd	7	10	43	40	3	37	47	13	37	33	10	20	37	40	20	3	7	50	27	17
4th	28	23	28	21	8	28	38	26	18	28	26	28	28	31	33	8	13	38	31	18
5th	3	21	27	48	12	12	55	21	9	24	21	45	12	30	48	9	6	21	48	24

O.H. Stowe is identified for targeted support and improvement for reading and mathematics achievement and growth in 3rd through 5th grade. The reading targeted intervention is due to the academic achievement status targets not being met in the "All students", "White", "Special Education", and "Continuously Enrolled" student demographics. The math targeted intervention is due to both academic achievement and growth status. The demographics not met in academic achievement are "All Students", "Hispanic", "White", "Economic Disadvantaged", "EB/EL (Current and Monitored)", "Continuously Enrolled", and "Non-continuously Enrolled". The demographics missed for Growth Status are "All Students", "Hispanic", "White", "Economic Disadvantaged", and "Non-continuously Enrolled".

## Student Learning Strengths

Students continue to experience growth from 3rd to 5th grade in both reading and math. Campus has done a good job of identifying and supporting dyslexia students and special education students. As special education referrals are made, students tend to qualify. This can be attributed to the consistency of intervention and the processes put in place to support Tier I instruction.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Current STAAR Reading data shows 3rd grade has 67% in Tier 2 or 3; 4th grade has 70% of students in Tier 2 or 3; 5th grade has 66% of students in Tier 2 or 3. **Root Cause:** Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

**Problem Statement 2 (Prioritized):** STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level. **Root Cause:** Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

# School Processes & Programs

## School Processes & Programs Summary

Students at Stowe are served by a number of specialized programs related to student need. 83% 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 (EB) programs. Currently, 17% of students are served through special education, (BISD 10%).

Another specialized program at O.H. Stowe, is our special education SEEC (Structured Education Environment Classroom) program. The SEEC program supports students with communication disabilities. There are two 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/MTSS 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 MTSS Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions. The campus houses three certified reading interventionists, three educational assistants, and one MTSS Specialist who works with teachers in order to develop quality intervention in the classroom setting.

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 Stowe staff has a commitment to be creative in how to serve each student. The campus did a deep dive into Professional Learning Communities (PLCs) in order to align the decision-making process for enrichment, intervention, and behavior needs. Campus has developed a Faculty Advisory Council to lead and advise leadership on campus operational and logistic decision making.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Chronic absenteeism rate is 25%. **Root Cause:** Attendance intervention needs to be done with fidelity.



# 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.

**Safety** - In the student survey, 92% of students reported that they felt like they were well trained on the emergency response protocols. Students also shared that 93% of them feel as though they have a meaningful relationship with one trusting adult and 96% reporting having at least one trusting friendship. On campus, 81% of students report they consider the campus safe and orderly and 14% was unsure. In the parent survey, 74% of parents reported that they felt the campus was safe and orderly and 21% reported they were unsure. 96% of parents reported that they are asked to present an id when visiting the campus with the other respondents being 4% unsure.

**Community Outreach** - Stowe maintains relationships with community organizations that support our weekend food backpack program, a mobile food pantry, holiday food provisions for families, school supplies, volunteers and tutors. All campus communication is in both English and Spanish. When available, communication is done through Blackboard so that the information can be translated into the native language of parents.

## Perceptions Strengths

Stowe maintains relationships with community organizations that support our weekend food backpack program, a mobile food pantry, holiday food provisions for families, school supplies, volunteers and tutors. All campus communication is in both English and Spanish.

Families feel welcomed to participate in their child's educational experience.

The campus is perceived to be an overall safe and orderly place to send your child.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Only 43% of parents were aware of the PBIS adopted by Stowe. **Root Cause:** Family engagement activities have not been directed at communication about Capturing Kids' Hearts and its impact on the campus.

# Priority Problem Statements

**Problem Statement 1:** Chronic absenteeism rate is 25%.

**Root Cause 1:** Attendance intervention needs to be done with fidelity.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level.

**Root Cause 2:** Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Current STAAR Reading data shows 3rd grade has 67% in Tier 2 or 3; 4th grade has 70% of students in Tier 2 or 3; 5th grade has 66% of students in Tier 2 or 3.

**Root Cause 3:** Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

**Problem Statement 3 Areas:** Student Learning

# 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 be at or above grade level in reading and writing.

a) All students will be at or above grade level in reading and writing by the end of second grade.

b) All Students at or above grade level will make at least one year's growth in reading and writing.

**Evaluation Data Sources:** F&P reading levels; Star Renaissance Reading; mCLASS; rubric growth in writing; STAAR performance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Build capacity to implement the district literacy plan at the campus level <b>Actions:</b> a) ensure campus literacy plan is aligned to district plan b) provide literacy training for staff in support of the district plan c) utilize Instructional Coach to complete student-centered coaching cycles focused on student data and growth d) utilize Reading Academy Coach for new to Kindergarten through 3rd grade teachers as well as any other teacher working through the Reading Academies to support learning in the science of teaching reading e) all teachers will be trained to deliver literacy strategies across all content areas f) target tutorials before and after school for specific groups of students who need additional support g) reteach and expect the use of non-fiction reading strategies such as signpost and vocabulary strategies h) utilize instructional resources, digital and physical, to provide intervention and individualize instructional plans to students. <b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Coach  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement the campus literacy plan through established priorities for system-wide literacy practices <b>Actions:</b> a) campus instructional walks conducted by campus leaders of learners and intervention team and utilize data to review progress of implementation b) create a master schedule that provides targeted intervention/accelerated instruction time for all students in reading and writing (Beaver Block) c) vertical planning teams to design instruction for Beaver Block d) create a campus leveled literacy library to provide additional resources to teachers and take home readers for students e) use data folders to guide data and goal setting conversations with students in which students will measure growth in reading and writing and set goals f) implement common writing expectations in all content areas <b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide resources to assist Tier 2 and Tier 3 students to accelerate their growth beyond one year in reading and writing <b>Actions:</b> a) provide reading interventionists to provide appropriate Tier 2 and Tier 3 support to students b) utilize ESSER funds for teacher to provide accelerated instruction to students in small groups (ratios not exceeding 5:1) before or after school <b>Staff Responsible for Monitoring:</b> Campus Principal; RtI Team; Interventionists  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE - \$61,428, Campus Personnel - 211 - Title I - \$40,499	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Current STAAR Reading data shows 3rd grade has 67% in Tier 2 or 3; 4th grade has 70% of students in Tier 2 or 3; 5th grade has 66% of students in Tier 2 or 3. <b>Root Cause:</b> Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.





**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 be at or above grade level in mathematics.

a) By the end of second grade, all students will be at or above grade level in math.

b) Students that are at or above grade level will continue to make at least one year's growth in mathematics.

**Evaluation Data Sources:** mCLASS; Star Renaissance; STAAR Interims; STAAR performance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement campus growth plan focused on Tier I priorities in mathematics instruction <b>Actions:</b> a) campus instructional walks conducted by campus leaders of learners and intervention team focused on implementation of math workshop model b) create a master schedule that provides targeted intervention/accelerated instruction time for all students in mathematics (Beaver Block) c) vertical planning teams to design instruction for Beaver Block d) establish a guided math library to provide additional resources to target specific goals e) begin mapping TEKS and create pre/post tests for all math units to measure student growth and identify skills to target in Beaver Block for reteach and reinforcement f) use data folders to guide data and goal setting conversations with students in which students will measure growth in math and set goals g) implement common writing expectations in all content areas <b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Coach; Math Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE - \$66,989, Campus Personnel - 211 - Title I - \$25,396	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level. <b>Root Cause:</b> Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.





**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:** Close achievement gaps that exist for all under-performing groups as measured by STAAR and district CBA assessments

**Evaluation Data Sources:** STAAR data; CBA assessments; STAAR interims; TEA Accountability

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments  <b>Actions:</b> a) align special education instructional practices to Tier I priorities in math and ELAR 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 e) intentionally design Tier I instruction so all under-performing student groups receive small group (guided reading and math workshop) instruction in addition to a pullout program f) in self-contained SEEC program, administrators and behavior facilitators will meet teachers and paraprofessionals weekly.  <b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Coach; Special Education Team Lead  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$2,187	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement a collaborative process to monitor Tier 2 and Tier 3 student progress on a regular basis  <b>Actions:</b> a) create RtI/MTSS team to use district protocol for monitoring student progress (BOY, MOY, EOY, and progress monitoring in fall and spring) b) provide quality professional learning on Tier I priorities and how to include these high-yield instructional strategies in all special education settings c) schedule and conduct PLC meetings with interventions and special education teachers to discuss student growth in various pull-out programs  <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> ESSER Tutors - ESSER - \$33,100	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement system-wide instructional practices appropriate for emergent bilingual students <b>Actions:</b> a) provide quality training for all instructional staff to engage and support Emergent Bilinguals b) utilize DL/ESL coach to help with lesson design, model lessons and strategies for EBs, co-teach, analyze EB student data, help K-4 teachers with new dual language program, plan and observe lessons for newcomers, and observe students. c) administrators will meet with DL/ESL coach as needed and schedule walk-throughs to collect data on ESL and EB support for students in classrooms d) monitor language proficiency and academic performance data to identify where additional support is needed e) ensure that all parent notifications, school signage, and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue implementation of the district continuous improvement process requirements for mission statements, goal setting, PDSA process and data folders in the classroom <b>Actions:</b> a) collect evidence from classroom walk-throughs and observations to highlight successful use of continuous improvement in improving outcomes b) provide training, coaching, and support for teachers on the continuous improvement process c) review campus PDSA through the year in PLCs and in LOL meetings d) each teacher will create a championship goal for the year and identify a strategic goal for each unit to focus classroom PDSA on with each class <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Enlist community and business partners to assist in providing support to students and families <b>Actions:</b> a) collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes 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) partner with Community in Schools to provide a full-time Social Worker at Stowe to connect families with community resources <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>Title I:</b> 2.6, 4.1, 4.2 <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 3 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> Current STAAR Reading data shows 3rd grade has 67% in Tier 2 or 3; 4th grade has 70% of students in Tier 2 or 3; 5th grade has 66% of students in Tier 2 or 3. <b>Root Cause:</b> Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.</p> <p><b>Problem Statement 2:</b> STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level. <b>Root Cause:</b> Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.</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 4:** Students will display dispositions indicative of high levels of social-emotional development.

**Evaluation Data Sources:** campus survey of students; counselor and discipline referral data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Capturing Kids' Hearts and infuse the ideals into all aspects of the campus culture <b>Actions:</b> (a) design student tasks that provide students with experiences to develop socially and emotionally (b) design activities that will integrate CKH values throughout the campus (c) Collect data through surveys that will be used to monitor implementation and determine impact of CKH (d) identify and train Process Champions to further implementation; utilize a CKH Strategist to consult on implementing the processes to maximize impact on students (e) design parent engagement night to teach parents about CKH and how to use the processes at home (f) continue to have 100% of staff trained in Capturing Kids' Hearts <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5, 2.6, 4.2 <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide a comprehensive school counseling program <b>Actions:</b> (a) conduct classroom guidance lessons and implement Character Strong SEL curriculum (b) design activities that will integrate SEL values throughout the campus	Formative			Summative
	Nov	Jan	Mar	June

(c) align SEL with elements of the curriculum such as safety programs, guidance lessons, and tier 1 behavior RtI  
 (d) design classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies  
 (d) implement a Digital Citizenship and Safety program  
 (e) work with staff and community to create and sustain a school culture that aligns with our SEL goals  
 (f) Community in Schools will work with staff, students, and community to foster the social and emotional development of students.  
 (g) provide a Crisis Counselor to intervene with emotional needs of students and provide support to staff on intervention and identify when behaviors escalate as a result of trauma experiences  
**Staff Responsible for Monitoring:** Campus Administration; Campus Counselor; Crisis Counselor

**Title I:**  
 2.5, 2.6

**Problem Statements:** Student Learning 1, 2

**Funding Sources:** Crisis Counselor - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - \$16,799



No Progress



Accomplished



Continue/Modify



Discontinue

#### Performance Objective 4 Problem Statements:

#### Student Learning

**Problem Statement 1:** Current STAAR Reading data shows 3rd grade has 67% in Tier 2 or 3; 4th grade has 70% of students in Tier 2 or 3; 5th grade has 66% of students in Tier 2 or 3. **Root Cause:** Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

**Problem Statement 2:** STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level. **Root Cause:** Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

**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:** Reduce the number of students assigned to Tier 2 and Tier 3 Behavior RtI/MTSS

**Evaluation Data Sources:** referral data; classroom walk-through data; students on Behavior RtI list; counselor guidance lessons; counselor caseload; number of SEL groups; number of counseling groups

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the district behavior RtI plan <b>Actions:</b> a) provide training on the district behavior RtI plan b) identify needed support systems c) utilize the Community in Schools social worker to determine needs of students e) meet with district behavior facilitator and teachers to develop plans for tier 2 and tier 3 students f) all classrooms have a calm down corner space supported by campus counseling team g) provide professional development on behavior interventions  <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Contract Service - 211 - Title I - \$36,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Professional development centered around culturally responsive classrooms <b>Actions:</b> a) provide training at the beginning of the year about culturally responsive classrooms b) on-going professional development with the LOL team on coaching responsive classrooms c) LOL team will take learning and implement ideas and strategies in their classroom and with their grade levels teams  <b>Title I:</b> 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Performance Objective 5 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Current STAAR Reading data shows 3rd grade has 67% in Tier 2 or 3; 4th grade has 70% of students in Tier 2 or 3; 5th grade has 66% of students in Tier 2 or 3. <b>Root Cause:</b> Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

### Student Learning

**Problem Statement 2:** STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level. **Root Cause:** Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

**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, technology, and instructional materials in order to close achievement gaps in core content areas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Schedule campus personnel in a way to maximize their time with students <b>Actions:</b> a) use a Title I EA to support science lab instruction to ensure all students access the science lab at least one time weekly b) provide partial funding for bilingual reading interventionist c) instructional support will push into Kindergarten and 1st grade classrooms to support guided reading and math workshop groups d) tutoring provided by retired certified teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Campus Personnel - 211 - Title I - \$60,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide technology that will allow for engagement in lessons and support the instruction to close achievement gaps in core areas <b>Actions:</b> a) provide interactive whiteboards/smart TVs for each classroom  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$25,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Performance Objective 6 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Current STAAR Reading data shows 3rd grade has 67% in Tier 2 or 3; 4th grade has 70% of students in Tier 2 or 3; 5th grade has 66% of students in Tier 2 or 3. <b>Root Cause:</b> Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

### Student Learning

**Problem Statement 2:** STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level. **Root Cause:** Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

**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 and days in attendance

**Evaluation Data Sources:** attendance, truancy, absentee numbers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and implement a campus program to incentivize student attendance <b>Actions:</b> a) create a program to incentives attendance weekly, monthly, quarterly, and annually <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Chronic absenteeism rate is 25%. <b>Root Cause:</b> Attendance intervention needs to be done with fidelity.

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

**Performance Objective 2:** Maintain positive staff morale and shared ownership of student success

**Evaluation Data Sources:** staff survey; staff attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design and implement a plan to maintain positive staff morale throughout the year <b>Actions:</b> a) weekly staff participation activities that require little planning for teachers b) quarterly plan to create community across the campus c) opportunities for staff-input on decisions that impact their schedules and classrooms d) conduct staff surveys to check the morale pulse and determine interventions if needed <b>Staff Responsible for Monitoring:</b> Campus Administration; Sunshine Committee  <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**





Student Learning
<b>Problem Statement 1:</b> Current STAAR Reading data shows 3rd grade has 67% in Tier 2 or 3; 4th grade has 70% of students in Tier 2 or 3; 5th grade has 66% of students in Tier 2 or 3. <b>Root Cause:</b> Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.
<b>Problem Statement 2:</b> STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level. <b>Root Cause:</b> Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.
School Processes & Programs
<b>Problem Statement 1:</b> Chronic absenteeism rate is 25%. <b>Root Cause:</b> Attendance intervention needs to be done with fidelity.



**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

**Evaluation Data Sources:** safety survey data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging <b>Actions:</b> 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 f) increase opportunities for students to engage in campus leadership opportunities g) train all staff in using Navigate 360 for drills and emergency situations  <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Performance Objective 1 Problem Statements:**





Student Learning
<b>Problem Statement 1:</b> Current STAAR Reading data shows 3rd grade has 67% in Tier 2 or 3; 4th grade has 70% of students in Tier 2 or 3; 5th grade has 66% of students in Tier 2 or 3. <b>Root Cause:</b> Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.
<b>Problem Statement 2:</b> STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level. <b>Root Cause:</b> Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.
School Processes & Programs
<b>Problem Statement 1:</b> Chronic absenteeism rate is 25%. <b>Root Cause:</b> Attendance intervention needs to be done with fidelity.

**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%

**Evaluation Data Sources:** Workers' Comp Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement district-wide program that promotes and accident-free work environment <b>Actions:</b> 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 <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Current STAAR Reading data shows 3rd grade has 67% in Tier 2 or 3; 4th grade has 70% of students in Tier 2 or 3; 5th grade has 66% of students in Tier 2 or 3. <b>Root Cause:</b> Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.
<b>Problem Statement 2:</b> STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level. <b>Root Cause:</b> Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.
School Processes & Programs
<b>Problem Statement 1:</b> Chronic absenteeism rate is 25%. <b>Root Cause:</b> Attendance intervention needs to be done with fidelity.

# State Compensatory

## Budget for O.H. Stowe Elementary

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 2.5

**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>
Eva Roberts	Teacher Bilingual	1
Jean Talent	Reading Interventionist	0.4
Kalyn Heid	Reading Interventionist	0.4
Lauren Carle	MTSS STaff	0.5
Yuridia Flores-Santiago	Reading Interventionist	0.2

# Title I

## 1.1: Comprehensive Needs Assessment

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

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

<b>Parents:</b> <b>Amy Michlitsch</b> <b>Michelle Cambra</b>
Teachers: Amber Everitt Katterine Rojas Charlie Brockelman Karen Fry Ronnie Stewart
Administrators: Charile Lokey Carrie Welborn
Other Campus and District Staff: Jaye Antwine Jean Talent

## 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, \_\_\_\_% 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:

- Workshop Model

- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training
- Capturing Kids' Hearts

Increased learning time is provided through pullout intervention programs 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.

## **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

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

<b>Parents:</b> <b>Michelle Cambra</b> <b>Amy Michlitsch</b>
<b>Teachers:</b> Amber Everitt Katterine Rojas Charlie Brockelman Karen Fry Ronnie Stewart
<b>Administrators:</b> Charlie Lokey Carrie Welborn
<b>Other Campus and District Staff:</b> Jaye Antwine Jean Talent

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

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- Stowe Family Dinner and October Title I Meeting (Thursday/Friday) on campus
- November Book Fair (Monday through Thursday 8:00-5:00) on campus
- March Discover Birdville/Kinder Carnival Event (Saturday 9:00-10:00) at Haltom High School

- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Everitt	Assistant Principal	Title I	0.5
Arlette Hernandez	Educational Assistant	Title I	1.0
Melissa Shannon	Crisis Counselor	Title I	1.0
Yuridia Flores-Santiago	Reading Interventionist	Title I	0.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$61,428.00
1	2	1	Intervention Personnel		\$66,989.00
1	4	2	Crisis Counselor		\$0.00
Sub-Total					\$128,417.00
Budgeted Fund Source Amount					\$128,417.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Campus Personnel		\$40,499.00
1	2	1	Campus Personnel		\$25,396.00
1	3	1	Instructional Resources		\$2,187.00
1	4	2	Campus Personnel		\$16,799.00
1	5	1	Contract Service		\$36,000.00
1	6	1	Campus Personnel		\$60,000.00
1	6	2	Instructional Resources		\$25,000.00
Sub-Total					\$205,881.00
Budgeted Fund Source Amount					\$205,881.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	ESSER Tutors		\$33,100.00
Sub-Total					\$33,100.00
Budgeted Fund Source Amount					\$33,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$367,398.00
Grand Total Spent					\$367,398.00
+/- Difference					\$0.00