Birdville Independent School District

O.H. Stowe Elementary

2022-2023 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 690 students with 76%
qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 12%, American Indian-0.3%, Asian-10%, Hispanic-53%,
White-22%, Two or More- 3%. Additionally, OHS has the following special population groups: Gifted and Talented 3%, Special Education 12.5%, ESL
Students 33%, Mobility Rate 19%. 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 2022-2023 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.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

2021 - 2022:

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 measure is 36%. In 2020-2021 OH. Stowe did met the target with a TELPAS progress rate of 45%. In 2021-2022 O.H. Stowe met the target with a TELPAS progress rate of 48% In comparing the progress rate from 2021 and 2022, O.H. Stowe demonstrated a 3% point increase in students' English language development.

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	036	50		80	72	10057

2022

Reading MOY 2022 RtI Placement

	Kinder	1st	2nd	3rd	4th	5th	K-5th Avg
Tier 3							
Tier 2							
Tier 1							

Reading EOY 2022 RtI Placement

	Kinder	1st	2nd	3rd	4th	5th	K-5th Avg
Tier 3							
Tier 2							
Tier 1							

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Math MOY 2022 RtI Placement

	Kinder	1st	2nd	3rd	4th	5th	K-5th avg
Tier 3							
Tier 2							
Tier 1							

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Math EOY 2022 RtI Placement

	Kinder	1st	2nd	3rd	4th	5th	K-5th avg
Tier 3							
Tier 2							
Tier 1							

Student Learning Strengths

2021 - 2022:

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 then BISD 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: Third grade math data dropped from 2021 to 2022.

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

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			
Strategy 1: Build capacity to implement the district literacy plan at the campus level	**Formative**			**Summative**
Actions: a) ensure campus literacy plan is aligned to district plan	**Nov**	**Jan**	**Mar**	**June**
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				
Staff Responsible for Monitoring: Campus Principal; Instructional Coach				

Strategy 2 Details	Reviews			
Strategy 2: Implement the campus literacy plan through established priorities for system-wide literacy practices	**Formative**			**Summative**
Actions: a) campus instructional walks conducted by campus leaders of learners and intervention team and utilize data to review progress of implementation	**Nov**	**Jan**	**Mar**	**June**
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				
Staff Responsible for Monitoring: Campus Principal; Instructional Coach				
Title I: 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Provide resources to assist Tier 2 and Tier 3 students to accelerate their growth beyond one year in reading and writing	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: 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 **Staff Responsible for Monitoring:** Campus Principal; RtI Team; Interventionists **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE - $61,428, Campus Personnel - 211 - Title I - $61,895				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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			
Strategy 1: Implement campus growth plan focused on Tier I priorities in mathematics instruction	**Formative**			**Summative**
Actions: 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 **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach; Math Interventionist **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE - $66,989, Campus Personnel - 211 - Title I - $21,000	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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			
Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: 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. **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach; Special Education Team Lead **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Instructional Resources - 211 - Title I - $35,313				

Strategy 2 Details	Reviews			
Strategy 2: Implement a collaborative process to monitor Tier 2 and Tier 3 student progress on a regular basis	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: 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 **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** ESSER Tutors - ESSER - $33,100				

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement system-wide instructional practices appropriate for emergent bilingual students	**Formative**			**Summative**
Actions: 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 **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Continue implementation of the district continuous improvement process requirements for mission statements, goal setting, PDSA process and data folders in the classroom	**Formative**			**Summative**
Actions: 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 **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Enlist community and business partners to assist in providing support to students and families	**Formative**			**Summative**
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 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 **Staff Responsible for Monitoring:** Campus Principal; ASPIRE coordinator **Title I:** 2.6, 4.1, 4.2	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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			
Strategy 1: Implement Capturing Kids' Hearts and infuse the ideals into all aspects of the campus culture	**Formative**			**Summative**
Actions: (a) design student tasks that provide students with experiences to develop socially and 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 **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.5, 2.6, 4.2	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide a comprehensive school counseling program	**Formative**			**Summative**
Actions: (a) conduct classroom guidance lessons and implement Character Strong SEL curriculum (b) design activities that will integrate SEL values throughout the campus (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 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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			
Strategy 1: Implement the district behavior RtI plan	**Formative**			**Summative**
Actions: a) provide training on the district behavior RtI plan	**Nov**	**Jan**	**Mar**	**June**
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 **Funding Sources:** Contract Service - 211 - Title I - $36,000				
Strategy 2 Details	**Reviews**			
Strategy 2: Professional development centered around culturally responsive classrooms	**Formative**			**Summative**
Actions: a) provide training at the beginning of the year about culturally responsive classrooms	**Nov**	**Jan**	**Mar**	**June**
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 **Title I:** 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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			
Strategy 1: Schedule campus personnel in a way to maximize their time with students	**Formative**			**Summative**
Actions: 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 **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Campus Personnel - 211 - Title I - $60,000	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Provide technology that will allow for engagement in lessons and support the instruction to close achievement gaps in core areas	**Formative**			**Summative**
Actions: a) provide interactive whiteboards/smart TVs for each classroom **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Instructional Resources - 211 - Title I - $25,000	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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		
Strategy 1: Develop and implement a campus program to incentivize student attendance		**Formative**			**Summative**
Actions: a) create a program to incentives attendance weekly, monthly, quarterly, and annually		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

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			
Strategy 1: Design and implement a plan incentivize staff attendance	**Formative**			**Summative**
Actions: a) celebrate staff attendance monthly, quarterly, and annually	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration				

Strategy 2 Details	Reviews			
Strategy 2: Design and implement a plan to maintain positive staff morale throughout the year	**Formative**			**Summative**
Actions: a) weekly staff participation activities that require little planning for teachers	**Nov**	**Jan**	**Mar**	**June**
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				
Staff Responsible for Monitoring: Campus Administration; Sunshine Committee				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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		
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging		**Formative**		**Summative**
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 f) increase opportunities for students to engage in campus leadership opportunities g) train all staff in using Navigate 360 for drills and emergency situations	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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			
Strategy 1: Implement district-wide program that promotes and accident-free work environment	**Formative**			**Summative**
Actions: a) require staff to complete SafeSchools training	**Nov**	**Jan**	**Mar**	**June**
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 **Staff Responsible for Monitoring:** Campus Administration				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Title I

1. Comprehensive Needs Assessment (CNA)

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. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents:

Amy Michlitsch

Michelle Cambra

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. Annual Evaluation

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. Parent and Family Engagement (PFE)

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:

Parents:

Michelle Cambra

Amy Michlitsch

Teachers:

Amber Everitt

Katterine Rojas

Charlie Brockelman

Karen Fry

Ronnie Stewart
Administrators:

Charlie Lokey

Carrie Welborn
Other Campus and District Staff:

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

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Wendy Garcia	Parent Liaison	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		$61,895.00
1	2	1	Campus Personnel		$21,000.00
1	3	1	Instructional Resources		$35,313.00
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	$239,208.00
				Budgeted Fund Source Amount	$239,208.00
				+/- 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	$400,725.00
				Grand Total Spent	$400,725.00
				+/- Difference	$0.00