Birdville Independent School District

O.H. Stowe Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

As a Stowe Family, we empower one another to grow together by loving each other and using positive communication skills to provide a safe and caring learning environment.

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.

Motto

Good, better, best.

Never rest until your good is better and your better is best.

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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 675 students with 81%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 14%, 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.

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. The staff works to identify the individual needs of each student and develop educational plans that improve the student's learning experience. Additionally, due to our students' 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The chronic absenteeism rate is 25%. **Root Cause:** Parent understanding of the importance of daily attendance. 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.

As a campus, 75% of students are considered Tier II or Tier III in reading and/or mathematics. Based on the 2024 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 2023 (English Assessments)

	Reading		Mathematics		Science	
	Spring 2024	Spring 2023	Spring 2024	Spring 2023	Spring 2024	Spring 2023
3rd Grade	65%	56%	58%	52%		
4th Grade	64%	68%	46%	41%		
5th Grade	68%	79%	63%	73%	36%	53%

STAAR 2024 Stowe Spring 2023 vs. Stowe Spring 2023 (Spanish Assessments)

	Reading		Mathematics		Science	
	Spring 2024	Spring 2023	Spring 2024	Spring 2023	Spring 2024	Spring 2023
3rd Grade	52%	59%	64%	44%		
4th Grade	64%	62%	36%	*		
5th Grade	79%	67%	44%	*	21%	*

STAAR 2024 Data Stowe Spring vs. District (English Assessments)

	Reading		Mathematics		Science	
	Campus	District	Campus	District	Campus	District
3rd Grade	65%	74%	58%	71%		
4th Grade	64%	82%	46%	66%		
5th Grade	68%	82%	43%	79%	36%	62%

STAAR 2024 Data Stowe Spring vs. District (Spanish Assessments)

	Reading		Mathematics		Science	
	Campus	District	Campus	District	Campus	District
3rd Grade	52%	42%	64%	59%		
4th Grade	64%	39%	36%	31%		
5th Grade	79%	66%	44%	47%	21%	13%

2023-24 TELPAS

	Listening				Speaking				Reading				Writing				Composite			
	Beginning	Int	Adva	Adv High	Beginning	Int	Adva	Adv High	Begi	Int	Adva	Adv High	Begi	Int	Adva	Adv High	Begi	Int	Adva	Adv High
Kind	21	31	24	24	34	34	10	21	41	24	24	10	55	31	7	7	35	38	21	7
1st	23	48	19	10	39	35	16	10	45	42	3	10	45	32	13	10	32	39	19	10
2nd	6	38	29	26	26	56	15	3	47	32	6	15	53	29	15	3	12	68	15	6
3rd	28	40	23	10	28	20	50	3	13	60	20	8	40	28	28	5	23	43	30	5
4th	28	23	28	21	8	28	38	26	18	28	26	28	28	31	33	8	13	38	31	18
5th	13	32	21	34	16	21	45	18	8	50	16	26	21	29	24	26	5	39	32	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

We have pockets of growth when looking at our STAAR data from last year. Our campus has done a good job of identifying and supporting dyslexia students and special education

students. 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 that we are performing below the district average in all grade levels.   **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 shows that we are performing below the district average in all grade levels.   **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. 80% 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. The campus also uses highly qualified tutors to come in and support our intervention process. We have refocused our efforts on the foundational pieces that make a successful campus and are implementing Capturing Kids' Hearts and Continuous Improvement Processes at a high level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): RTI data shows that students are not making a years' growth across all grade levels. **Root Cause:** Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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.

Data collected last year states that 81% of students report they consider the campus safe and orderly. 74% of parents reported that they felt the campus was safe and orderly.

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: Parents are not involved and unaware of the systems and processes at 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: RTI data shows that students are not making a years' growth across all grade levels.

Root Cause 1: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels.

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 that we are performing below the district average in all grade levels.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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.
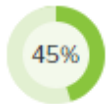
Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mCLASS (kindergarten reading and math), mCLASS (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details				Reviews			
Strategy 1: Build capacity to implement the district literacy plan at the campus level				**Formative**			**Summative**
Actions: a) provide literacy training for staff b) utilize Instructional Coach to complete student-centered coaching cycles focused on student data and growth c) all teachers will be trained to deliver literacy strategies across all content areas d) target tutorials during school to groups of students who need additional support e) utilize instructional resources, digital and physical, to provide high quality tier I instruction f) use exemplar teachers to model lessons to help other teachers see practice in action **Staff Responsible for Monitoring:** Campus Principal; Instructional Facilitator; Leadership Team **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				**Nov** 45%	**Jan** 55%	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Implement the campus literacy plan with the focus on responsive teaching and continuous improvement.	**Formative**			**Summative**
Actions: 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 the core content classrooms through push-in or pull-out support c) use Continuous Improvement strategies to guide data and goal setting conversations with students in which students will measure growth in reading and writing and set goals **Staff Responsible for Monitoring:** Campus Principal; Instructional Facilitator **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1	**Nov**	**Jan**	**Mar**	**June**
	45%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Provide training in data analysis, progress monitoring and data-driven decision making to inform instruction and responsive teaching.	**Formative**			**Summative**
Actions: a) Schedule and implement instructional round sessions based on best practices and responsive teaching. b) Provide weekly PLC meetings centered around looking at campus data and use it to plan and create lesson plans. c) Provide monthly professional development on best practices and strategies to help support teachers instructional design and delivery. d) Conduct campus classroom walkthroughs for the purpose of collecting artifacts to support literacy implementation and data on processes **Staff Responsible for Monitoring:** Principal, assistant principals, instructional coach, leadership team **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	**Nov**	**Jan**	**Mar**	**June**
	45%	60%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Current STAAR Reading data shows that we are performing below the district average in all grade levels.   **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 shows that we are performing below the district average in all grade levels.   **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

Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels.   **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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 student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

    HB3 Goal

    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 reading and mathematics instruction		**Formative**			**Summative**
Actions: a) campus instructional walks conducted by campus leaders of learners and intervention team focused on implementation of math and reading workshop model	**Nov**	**Jan**	**Mar**		**June**
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 during intervention and accelerated instruction f) use data to guide goal setting conversations with students in which students will measure growth in math and reading in order to set goals **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Campus Personnel - 211 - Title I - $45,558, SCE Campus Personnel - 199 - General Funds: SCE - $106,608	40%	60%			

Strategy 2 Details	Reviews			
Strategy 2: Provide regular professional learning that assists teachers in the development, administration, and use of performance data to evaluate academic growth of under-performing students.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Actions: a) Provide professional development for all teachers in analyzing and using a variety of data reports for the purpose of focused instruction, appropriate interventions and approved accommodations. b)Track student performance to determine progress towards success on meeting grade level goals and standards. c)Implement professional development plan targeting the needs of our under-performing student groups, emergent bilingual and special education students. **Staff Responsible for Monitoring:** Principal , Assistant Principals and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	50%	60%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Current STAAR Reading data shows that we are performing below the district average in all grade levels.   **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 shows that we are performing below the district average in all grade levels.   **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
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels.   **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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 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 **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach; Special Education Team Lead **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	40%	60%		

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 Response to Intervention/Multi-tiered Support System 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 settings c)Collaborate with Title I Tutors and teachers to gather data on the effectiveness of the interventions provided **Staff Responsible for Monitoring:** Campus Administration and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Title I Tutors - 211 - Title I - $12,949	50%	60%		

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				**Nov**	**Jan**	**Mar**	**June**
b) utilize DL/ESL coach to help with lesson design, model lessons and strategies for EBs, co-teach, analyze EB student data, help K-5 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 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				40%	60%		

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**
				Nov	**Jan**	**Mar**	**June**
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 **Problem Statements:** School Processes & Programs 1				45%	60%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Current STAAR Reading data shows that we are performing below the district average in all grade levels. **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.

Student Learning
Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels.   **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
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels.   **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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 an awareness 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) utilize a CKH Strategist to consult on implementing the processes to maximize impact on students though two traction visits a year (e) Utilize CKH Premium to implement social emotional learning time across the campus Monday mornings for a designated time each week. EXCEL time. (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 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $12,000	**Nov** 50%	**Jan** 60%	**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 curriculum as well as Capturing Kids' Hearts curriculum. (b) design activities that will integrate SEL values throughout the campus (d) design classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies (f) 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:** School Processes & Programs 1 **Funding Sources:** Crisis Counselor - 211 - Title I - $97,683	**Nov** 40%	**Jan** 60%	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels.   **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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) provide a full-time Crisis Intervention Counselor at Stowe to respond to student and family need c) identify needed support systems d) meet with district behavior facilitator and teachers to develop plans for tier 2 and tier 3 students e) all classrooms have a calm down corner space supported by campus counseling team f) provide professional development on behavior interventions **Problem Statements:** School Processes & Programs 1	40%	60%		

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

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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 or pull-out from the classroom based on individual student need d) tutoring provided by certified teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Campus Personnel - 211 - Title I - $28,245		**Nov**	**Jan**	**Mar**	**June**
		40%	65%		

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 **Problem Statements:** School Processes & Programs 1		**Nov**	**Jan**	**Mar**	**June**
		40%	60%		

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

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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 b) utilize the Truancy Tribunal as attendance interventions to improve student attendance		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Parent Family Engagement - 211 - Title I - $1,984		40%	60%		

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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 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 d) conduct regular staff surveys to check the morale pulse and determine interventions if needed e) recognize staff attendance f) create a social committee that is focused on fun, engaging staff activities throughout the year **Staff Responsible for Monitoring:** Campus Administration; Sunshine Committee, Leadership Team **Problem Statements:** School Processes & Programs 1	40%	60%		

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels.   **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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 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 g) train all staff in using Navigate 360 for drills and emergency situations **Problem Statements:** Student Learning 2		**Nov**	**Jan**	**Mar**	**June**
		50%	60%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels.   **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 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 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 **Problem Statements:** Student Learning 2	**Nov**	**Jan**	**Mar**	**June**
	50%	80%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels.   **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.

State Compensatory

Budget for O.H. Stowe Elementary

Total SCE Funds: $106,608.00
Total FTEs Funded by SCE: 3.145
Brief Description of SCE Services and/or Programs

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

Personnel for O.H. Stowe Elementary

Name	Position	FTE
Christi Shobert	Instructional Facilitator	1
Cindy Bui	Educational Assistant	0.33
Isaura Espinoza	BL Reading Intervention	0.165
Jean Talent	Reading Intervention	0.33
Joanna Casiano	Teacher	0.33
Kalyn Heid	Reading Intervention	0.33
Michele Cambra	Educational Assistant	0.33
Rebecca Rojas	Teacher	0.33

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in July 2024 based on survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data.

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.

3.1: 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:

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

Title I Personnel

Name	Position	Program	FTE
Amber Everitt	Assistant Principal	Title I	0.5
Hailey Dupuis	Crisis Intervention Counselor	Title I	1.00
Karyme Diaz	Title I EA	Title I	1.00

Campus Funding Summary

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	SCE Campus Personnel		$106,608.00
				Sub-Total	$106,608.00
				Budgeted Fund Source Amount	$106,608.00
				+/- Difference	$0.00
			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Campus Personnel		$45,558.00
1	3	2	Title I Tutors		$12,949.00
1	4	1	Professional Development		$12,000.00
1	4	2	Crisis Counselor		$97,683.00
1	6	1	Campus Personnel		$28,245.00
2	1	1	Parent Family Engagement		$1,984.00
				Sub-Total	$198,419.00
				Budgeted Fund Source Amount	$198,419.00
				+/- Difference	$0.00
				Grand Total Budgeted	$305,027.00
				Grand Total Spent	$305,027.00
				+/- Difference	$0.00