

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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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.

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

Student Learning Strengths

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.

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

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			
<p>Strategy 1: Build capacity to implement the district literacy plan at the campus level</p> <p>Actions: a) ensure campus literacy plan is aligned 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.</p> <p>Staff Responsible for Monitoring: Campus Principal; Instructional Coach</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

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			
<p>Strategy 1: Implement campus growth plan focused on Tier I priorities in mathematics instruction</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Principal; Instructional Coach; Math Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$66,989, Campus Personnel - 211 - Title I - \$25,396</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

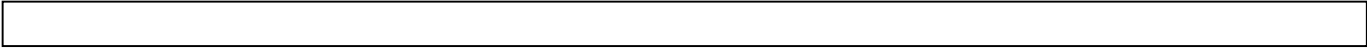
Student Learning
<p>Problem Statement 2: STAAR Math data reports 87% of students in grade 3 are below grade level, 83% of 3rd graders are below grade level, and 64% of 5th graders are below grade level. Root Cause: Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.</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 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			
<p>Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments</p> <p>Actions: a) align special education instructional practices to 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.</p> <p>Staff Responsible for Monitoring: Campus Principal; Instructional Coach; Special Education Team Lead</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$2,187</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a collaborative process to monitor Tier 2 and Tier 3 student progress on a regular basis</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: ESSER Tutors - ESSER - \$33,100</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 5 Details	Reviews
<p>Strategy 5: Enlist community and business partners to assist in providing support to students and families</p> <p>Actions: a) collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes</p> <p>b) identify and communicate the needs of the student population and their families with community partners</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
Strategy 1:	

- (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

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
<p>Strategy 1: Implement the district behavior RtI plan</p> <p>Actions: a% tr ì socad }</p>	

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:

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:

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			
<p>Strategy 1: Design and implement a plan to maintain positive staff morale throughout the year</p> <p>Actions: 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</p> <p>Staff Responsible for Monitoring: Campus Administration; Sunshine Committee</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:


Student Learning
<p>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.</p>


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			
<p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging</p> <p>Actions: a) review perception data from students, staff and parents to identify strategies to improve campus safety b) identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being c) hold Campus Safety PLC Meetings to review safety data & procedures d) provide procedures documents for teachers, students, and parents to follow in any type of campus emergency situation e) train all staff on Capturing Kids' Hearts to increase the student connections and sense of belonging on campus f) increase opportunities for students to engage in campus leadership opportunities g) train all staff in using Navigate 360 for drills and emergency situations</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>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.</p>
<p>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.</p>

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			
<p>Strategy 1: Implement district-wide program that promotes and accident-free work environment</p> <p>Actions: a) require staff to complete SafeSchools training b) conduct mandatory safety training sessions per the district plan at staff meetings c) perform campus/building safety walk throughs as required by district plan d) review Worker's Comp. data from previous years</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

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

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:

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

- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Parents:

Michelle Cambra

Amy Michlitsch

Teachers:

Amber Everitt

Katterine Rojas

Charlie Brockelman

Karen Fry

Ronnie Stewart

- 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

