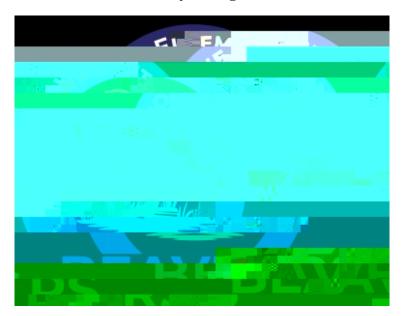
# Birdville Independent School District O.H. Stowe Elementary 2024-2025 Campus Improvement Plan

**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

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| Comprehensive Needs Assessment |                   |
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## **Comprehensive Needs Assessment**

### **Demographics**

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#### **Student Learning**

#### Uvwfgpv"Ngctpkpi"Uwooct{

OH Sto e orks to provide a learning environment that is focused on the gro thand development of the hole child. In addition to academic resources, Sto e 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, Sto e sa significant gro th from 4th to 5th grade in both math and reading, small gro th from 3rd to 4th grade in reading, and no gro th from 3rd to 4th grade in math. Sto e still is performing belo the district average in reading and math. Students in Kindergarten through 2nd grade are orking to get to on grade level before entering 3rd grade. In 3rd-5th grade, students are orking to make at least one {ear's gro th in reading and math.

STAAR 2023 Sto e Spring 2023 vs. Sto e Spring 2023 (English Assessments)

|            | Reading     |             | Mathe        | matics      | Science     |             |  |
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|            | Ù]¦á}*ÁG€GI | Ù]¦ã}*ÁG€GH | Ù]¦ã} *ÁG€GI | Ù]¦ã}*ÁG€GH | Ù]¦ã}*ÁG€GI | Ù]¦ã}*ÁG€GH |  |
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students. This can be attributed to the consistenc of intervention and the processes put in place to support Tier I instruction.

#### Rtqdng o "Uvcvg o gpvu"Kfgpvkh {kpi "Uvwfgpv"Ngctpkpi "Pggfu

Rtqdng o "Uvcvg o gpv" 3"\*Rtkqtkvk | gf +< Current STAAR Reading data sho s that e are performing belo the district average in all grade levels. Tqqv" Ecwug < Tier I instruction, specificall { small group guided reading needs to be implemented ith fidelit { and teachers need to provide intervention in the instructional setting.

Rtqdng o "Uvcvg o gpv"4"\*Rtkqtkvk|gf+< STAAR Math data sho s that e are performing belo the district average in all grade levels. Tqqv"Ecwug<br/>
STAAR Math data sho s that e are performing belo the district average in all grade levels. Tqqv"Ecwug<br/>
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STAAR Math data sho s that e are performing belo the district average in all grade levels.

#### **School Processes & Programs**

#### Uejqqn"Rtqeguugu" ("Rtqitcou"Uwooct{

Students at Sto e are served b{ a number of speciali|ed programs related to student need. 80% of students are served b{ the free/reduced price lunch program, (BISD 58%) and 33% of students are English Learners (ELs), (BISD 20%) served b{ bilingual or English as a second language (EB) programs. Currentl{, 17% of students are served through special education, (BISD 10%).

Another speciali|ed program at O.H. Sto e, is our special education SEEC (Structured Education Environment Classroom) program. The SEEC program supports students ith communication disabilities. There are to self-contained SEEC classrooms. The ultimate goal is to mazimi|e student placement in mainstream settings here the { have access to the general curriculum and interactions ith 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 {ear and through consideration of other performance evidence b{ a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district MTSS Manual, hich is updated annuall{ to reflect programmatic changes in screening assessments and interventions. The campus houses three certified reading interventionists, three educational assistants, and one MTSS Specialist ho orks ith teachers in order to develop qualit{ intervention in the classroom setting.}

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

#### Uejqqn"Rtqeguugu" ("Rtqitcou"Uvtgpivju

The Sto e staff has a commitment to be creative in ho 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 highl 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.

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Rtqdng o "Uvcvg o gpv" 3"\*Rtkqtkvk | gf+< RTI data sho s that students are not making a {ears' gro th across all grade levels. Tqqv"Ecwug< Challenges in closing math and reading performance gaps and reducing lost instruction time ma{ be contributing to students not making a {ear's gro th across all grade levels.

#### **Perceptions**

#### Rgtegrvkqpu"Uwooct{

Sto e 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 ill continue to collect perception data on school safet { issues.

Data collected last {ear states that 81% of students report the { consider the campus safe and orderl {. 74% of parents reported that the { felt the campus as safe and orderl {. 74% of parents reported that the { felt the campus as safe and orderl {. 74% of parents reported that the { felt the campus as safe and orderl { felt the campus as sa

Communit{ Outreach - Sto e maintains relationships ith communit{ organi|ations that support our eekend food backpack program, a mobile food pantr{, holida{ 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.

#### Rgtegrvkqpu"Uvtgpivju

Sto e maintains relationships ith communit organi ations that support our eekend food backpack program, a mobile food pantr food provisions for families, school supplies, volunteers and tutors. All campus communication is in both English and Spanish.

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

The campus is perceived to be an overall safe and orderl{ place to send {our child.

#### $Rtqdng\ o\ "Uvcvg\ o\ gpvu" Kfgpvkh \{kpi\ "Rgtegrvkqpu" Pggfu$

Rtqdng o "Uvcvg o gpv"3< Parents are not involved and una are of the s{stems and processes at Sto e. Tqqv"Ecwug< Famil{ engagement activities have not been directed at communication about Capturing Kids' Hearts and its impact on the campus.

## **Priority Problem Statements**

Rtqdng o "Uvcvg o gpv"3: RTI data sho s that students are not making a {ears' gro th across all grade levels.

**Tqqv**"**Ecwug**"3: Challenges in closing math and reading performance gaps and reducing lost instruction time ma{ be contributing to students not making a {ear's gro th across all grade levels.

Rtqdng o "Uvcvg o gpv"3"Ctgcu: School Processes & Programs

## **Comprehensive Needs Assessment Data Documentation**

The follo ing data ere used to verif{ the comprehensive needs assessment anal{sis:

#### Kortqxgogpv"Rncppkpi"Fcvc

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

#### Ceeqwpvcdknkv{"Fcvc

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountabilit{ Distinction Designations
- Federal Report Card and accountabilit { data

#### Uvwfgpv"Fcvc<"Cuuguu o gpvu

- · STAAR current and longitudinal results, including all versions
- Tezas English Language Proficienc Assessment S{stem (TELPAS) and TELPAS Alternate results
- Other PreK 2nd grade assessment data

#### Uvwfgpv"Fcvc<"Uvwfgpv" I tqwru

- · Economicall{ disadvantaged / Non-economicall{ disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

#### Uvwfgpv"Fcvc<"Dgjcxkqt"cpf"Qvjgt"Kpfkecvqtu

- Attendance data
- Discipline records

#### Gornq{gg"Fcvc

• Staff surve{s and/or other feedback

#### RctgpvlEq o o wpkv{"Fcvc

• Parent surve{s and/or other feedback

## Goals

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#### **Student Learning**

Rtqdng o "Uvcvg o gpv"3: Current STAAR Reading data sho s that e are performing belo the district average in all grade levels.

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Performance Objective 3: Cnqug acjkgxgogpv iaru vjav gzkuv hqt ann wpfgt-rgthqtokpi itqwru au ogauwtgf b{ STAAR apf fkuvtkcv CBA auuguuogpvu Gxcnwcvkqp"Fcvc"Uqwtegu< STAAR data; CBA assessments; STAAR interims; TEA Accountabilit{

|  | Uvtcvgi {"3"Fg   | zeknu               |
|--|------------------|---------------------|
| Uvtcvgi {"3< Align the current instructional interventions provided for students | ith disabilities | ith Tier I pr Å T _ |
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#### **School Processes & Programs**

Rtqdng o "Uvcvg o gpv" 3: RTI data sho s that students are not making a {ears' gro th across all grade levels. Tqqv" Ecwug: Challenges in closing math and reading performance gaps and reducing lost instruction time ma{ be contributing to students not making a {ear's gro th across all grade levels.

| Goal 1: Svwfgpvu yknn acjkgxg vjgkt hwnn rqvgpvkan vjtqwij a u{uvgo vjav ku tgurqpukxg vq vjg acafgokc, uqckan, apf goqvkqpan pggfu qh vjg uvwfgpv. |  |
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**Performance Objective 6:** 

Goal 2: Tjg u {uvg o yknn wvknk | g ghhkckgpv apf ghhgcvkxg qrgtavkqpu vq uwrrqtv apf k o rtqxg vjg ngatpkpi qtiapk | avkqp.

**Performance Objective 1:** Ipctgaug vjg appwan vqvan axgtaig fakn{ avvgpfapcg (ADA) au cqoratgf vq vjg rtkqt ucjqqn {gat vjtqwij kortqxgf uvwfgpv tgvgpvkqp apf fa{u kp avvgpfapcg

Gxcnwcvkqp"Fcvc"Uqwtegu< attendance, truanc{, absentee numbers

#### Uvtcvgi {"3"Fgvcknu

Uvtcvgi {"3< Develop and implement a campus program to incentivi | e student attendance

Cevkqpu< a) create a program to incentives attendance eekl{, monthl{, quarterl{, and annuall{}}}

b) utili|e the Truanc{ Tribunal as attendance interventions to improve student attendance

Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi< Campus Administration

Vkvng"K<

4.1, 4.2

Rtqdng o "Uvcvg o gpvu< School Processes & Programs 1

Hwpfkpi"Uqwtegu< Parent Famil { Engagement - 211 - Title I - \$1,984

#### **Performance Objective 1 Problem Statements:**

|                         |    |   | School Processes & Programs |
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Goal 2: Tjg u {uvgo yknn wvknk | g ghhkckgpv apf ghhgcvkxg qrgtavkqpu vq uwrrqtv apf kortqxg vjg ngatpkpi qtiapk | avkqp.

Performance Objective 2: Makpvakp rqukvkxg uvahh o qtang apf u jatgf qypgtu jkr qh uvwfgpv uwccguu

Gxcnwcvkqp"Fcvc"Uqwtegu< staff surve{; staff attendance

#### Uvtcvgi {"3"Fgvcknu

Uvtcvgi {"3< Design and implement a plan to maintain positive staff morale throughout the {ear

Ceviqpu« a) eekl{ staff participation activities that require little planning for teachers

- b) quarterl{ plan to create communit{ across the campus
- d) conduct regular staff surve{s to check the morale pulse and determine interventions if needed
- e) recogni | e staff attendance
- f) create a social committee that is focused on fun, engaging staff activities throughout the {ear

Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi< Campus Administration; Sunshine Committee, Leadership Team

Rtqdng o "Uvcvg o gpvu< School Processes & Programs 1

#### **Performance Objective 2 Problem Statements:**

#### **School Processes & Programs**

**Rtqdng o** "Uvcvg o gpv"3: RTI data sho s that students are not making a {ears' gro th across all grade levels. Tqqv"Ecwug: Challenges in closing math and reading performance gaps and reducing lost instruction time ma{ be contributing to students not making a {ear's gro th across all grade levels.

Goal 3: Ann uvwfgpvu apf uvahh yknn ngatp apf yqtm kp a uahg apf tgurqpukxg gpxktqpogpv.

Performance Objective 1: Ipctgaug vjg rgtcgpvaig qh uvwfgpvu apf uvahh yjq tgrqtv hggnkpi uahg av ucjqqn

Gxcnwcvkqp"Fcvc"Uqwtegu< safet{ surve{ data

| Uvtevgi {"3"Fgvcknu  |
|--|
| Uvtcvgi {"3< Foster a school communit { here students and staff feel safe and have a sense of belonging            |
| Cevkqpu< a) revie perception data from students, staff and parents to identif{ strategies to improve campus safet{ |
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| Goal 3: Ann uvwfgpvu apf uvahh yknn ngatp apf yqtm kp a uahg apf tgurqpukxg gpxktqpogpv. |
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I ntion

## **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 pa{ for additional personnel to serve students ho are at risk of dropping out of school or ho have not performed satisfactoril{ on an end-of-course assessment.

# Personnel for O.H. Stowe Elementary

Reading Inteq

|                      |                    | Dooding Intog   |            |
|----------------------|--------------------|-----------------|------------|
| <u>Name</u>          |                    | <u>Position</u> | <u>FTE</u> |
| Christi Shobert      | Instructional Faci | litator         | 1          |
| Cind{ Bui            | Educational Assis  | stant           | 0.33       |
| Isaura Espino a      | BL Reading Inter   | vention         | 0.165      |
| Jean Tal <b>ea</b> t | Reading Interven   | tion            |            |

## Title I

#### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment as completed in Jul { 2024 based on surve { 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 as developed through the input and involvement of the follo ing:

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|----------------------------------|
| Co{"Okejnkvuej                   |
| Okej gmg"Ec o dtc                |
| Teachers:                        |
| Amber Everitt                    |
| Katterine Rojas                  |
| Charlie Brockelman               |
| Karen Fr{                        |
| Ronnie Ste art                   |
| Administrators:                  |
| Charile Loke {                   |
| Carrie Welborn                   |
| Other Campus and District Staff: |
| Ja{e Ant ine                     |
| Jean Talent                      |

#### 2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, Januar {, 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 ebsite in English and other languages as practicable. The plan is also available through the district ebsite in English, and a printed cop{ ma{ be requested in the campus front office.

#### 2.4: Opportunities for all children to meet State standards

| Through the Campus Needs Assessment, | % of students | ere identified as at-risk based on one or n | nore of the follo | ing criteria: |
|--------------------------------------|---------------|---|-------------------|---------------|
|                                      |               |   |                   |               |

- 1. lo performance on a readiness test or assessment instrument
- 2. semester failure of t o or more academic subjects
- 3. grade retention
- 4. lack of satisfactor{ performance on state-mandated testing
- 5. pregnanc{ or parenthood
- 6. placement in an alternative education program
- 7. ezpulsion
- 8. parole, probation, deferred prosecution, or conditional release
- 9. drop out status
- 10. limited English proficienc {
- 11. custod{ or care of the Department of Protective and Regulator{ Services
- 12. homelessness
- 13. residing in detention, substance abuse treatment, emergenc { shelter, ps{chiatric, half a { house, or foster group home

Additional assistance ill be provided to these students through speciali|ed 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 ill be supported through research-based instructional strategies such as:

Workshop Model

- Sheltered Instruction
- Leveled Literac{ 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

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| Okejgmg"Ecodtc     |
| Co{"Okejnkvuej     |
| Teachers:          |
| Amber Everitt      |
| Katterine Rojas    |
| Charlie Brockelman |
| Karen Fr{          |
| Ronnie Ste art     |
| Administrators:    |
| Charlie Loke{      |
| Carrie Welborn     |

- April Famil { Engagement Polic { and Compact Revision (Thursda {/Frida { ) on campus
- Ma{ Art Sho (Tuesda{ through Frida{ 8:00-6:00) at Haltom Public Librar{

## **Title I Personnel**

| <u>Name</u>   | <u>Position</u>               | <u>Program</u> | <u>FTE</u> |
|---------------|-------------------------------|----------------|------------|
| Amber Everitt | Assistant Principal           | Title I        | 0.5        |
| Haile{ Dupuis | Crisis Intervention Counselor | Title I        | 1.00       |
| Kar{me Dia    | Title I EA                    | Title I        |            |

## **Campus Funding Summary**

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