Wichita Falls Independent School District

Fowler Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Fowler Elementary is to engage with families and create a partnership between school and home that supports the whole child.

Vision

The vision of Fowler Elementary is that everyone in the learning community will learn everyday.

Wichita Falls Independent School District Goals

Develop a culture of continuous improvement and accountability that fosters student success.
Produce students that are globally competitive.
Provide safe and secure facilities that support instructional programs.
Promote a culture of mutual support, collaboration and community engagement.
Demonstrate fiscal responsibility and operating efficiency

Table of Contents

Comprehensive Needs Assessment 3
- Demographics 3
- Student Learning 6
- School Processes & Programs 12
- Perceptions 14

Priority Problem Statements 15
Comprehensive Needs Assessment Data Documentation 16
Goals 18
- Goal 1: Recruit, retain, and support teachers and principals. 18
- Goal 2: Build a foundation of literacy and numeracy. 21
- Goal 3: Connect high school to career and college. 28
- Goal 4: Improve low performing schools. 29

State Compensatory 39
- Budget for Fowler Elementary 39
- Personnel for Fowler Elementary 39

Title I Personnel 40
Campus Funding Summary 41
Addendums 42

Comprehensive Needs Assessment

Revised/Approved: July 30, 2024

Demographics

Demographics Summary

Fowler Elementary is a Pre-Kindergarten through Fifth Grade neighborhood school that started the 2024-2025 school year serving 489 students. Enrollment has steadily decreased during the past five years, with the largest enrollment of 600 students.

The original structure of the building is 60 years old, built in 1963. Since then, there have been several additions and renovations to the building increasing the overall square footage of the building.

Fowler has incredible parental and community support from the following: Fowler Parent Teacher Organization, Johnson's Furniture, Modern Woodman Fraternal Financial, Sonic on Southwest Parkway, Wichita County Farm Bureau, Farmers Insurance Craig Brown, Texas Gymnastics Academy, Sticks, Western Hills Baptist Church, Atmos Energy, and American National Bank & Trust. Members of the previously mentioned group of stakeholders have been invited to serve on our Campus Site Based Decision Making Team.

Student Data: **Eduphoria 8/25/2024**

Enrollment by Grade (adult : student ratio)
End of the 2024 school year

- Pre-Kindergarten: 30 enrolled (2:15)
- Kindergarten: 55 enrolled (1:18)
- Grade 1: 75 enrolled (1:19)
- Grade 2: 77 enrolled (1:19)
- Grade 3: 89 enrolled (1:17)
- Grade 4: 83 enrolled (1:21)
- Grade 5: 85 enrolled (1:21)

Student Demographics: (as of the beginning of the 24-25 school year)

Gender :

- Female 50% (245 students)
- Male 50% (244 students)

Ethnicity :

- Hispanic-Latino 28.6% (140 students)
- White/Non-Hispanic 71.4% (349 students)

Race :

- 0% (0 students) are American Indian-Alaskan Native
- 4.16% (19 students) are Asian
- 9.62% (44 students) are Black - African American
- 28.45% (130 students) are Hispanic/Latino
- 0.22% (1 students) are Native Hawaiian - Pacific Islander
- 6.78% (31 students) are two-or-more races
- 50.77% (232 students) are White

Student by Program:

- The mobility rate is 10.8% for the 2020-21 school year (TAPR Report 22-23)
- 16% (87 students) are identified as Special Education (TAPR Report 22-23)
- 4% (20 students) are identified as a student with Dyslexia (TAPR Report 22-23)
- 7% (39 students) are identified as Gifted & Talented Program (TAPR Report 22-23)
- 6% (31 students) are identified as Limited English Proficient (English Learners) (TAPR Report 22-23)
- 8% (42 students) are identified as Section 504 (TAPR Report 22-23)

Other Student Information:

- 47.3% (259 students) of the student population is Economically Disadvantaged (TAPR Report 22-23)
- 35% (185 students) of the student population is At-Risk (TAPR Report 22-23)
- 16% (88students) of are Military Connected (TAPR Report 22-23)
- 0% (0 students) identified as Homeless (TAPR Report 22-23)

Staff Data:

Total Staff: 52 (TAPR Report 22-23)

- Teachers: 37
- Professional Support: 3.5
- Campus Administration (School Leadership): 2
- Educational Aides: 10
- Librarians: 1
- Counselor: 1

Demographics Strengths

Fowler Elementary has a diverse group of learners that often remain at Fowler from Kindergarten through their Fifth Grade year. This has created a family atmosphere of staff, parents/guardians, and students that are invested in the school community. During the 2019-2020 school year Fowler obtained a Level 1 High Reliabilty School (HRS) Certificate. During the previous three school years Fowler obtained a Capturing Kids Hearts National Showcase School. As a school-wide Title 1 campus we have the ability to allocate funds for staff professional development, tutorials for struggling students, and instructional materials.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As a campus we have experienced an upward trend of students that qualify as economically disadvantaged.
Root Cause: The poverty rate in Wichita Falls has increased causing the number of students entering our area schools qualifying as Eco. Dis. to also increase.

Problem Statement 2: Our staff demographic breakdown does not reflect the student and family population we serve.
Root Cause: Perceptions about Wichita Falls as a town and as an ISD.

Problem Statement 3 (Prioritized): Engagement of parents/guardians/community members is not perceived as equal in relation to our campus demographic.
Root Cause: Lack of systems to engage ALL families and community members

Student Learning

Student Learning Summary

In 2022 Fowler earned a TEA Accountability Rating: A and earned a Distinction Designation in Top 25 Percent: Comparative Academic Growth.

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from CPM (PK) Texas Primary Reading Inventory (TPRI), district benchmarks, running records (RazKids), MAP (BOY, MOY, & EOY), additional summative assessment and a variety of formative assessments. Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the RtI and MTSS processes.

Grade	Assessment	Skill	Measure	BOY	MOY	Growth %ile	EOY	Growth %ile
PK	CIRCLE	Rapid letter naming	% on grade level	50%	85%	---	93%	
	CIRCLE	Mathematics	% on grade level	92%	96%	---	96%	
K	TX-KEA	Total Literacy Score	% on grade level	75%	85%	---	79%	---
	TX-KEA	Mathematics	% on grade level	49%	85%	---	77%	29
	MAP	Reading	Average RIT score	136.6	149.2	99	156	99
	MAP	Mathematics	Average RIT score	139.3	155.8	99	164.6	99
1 (RSSP)	MAP	Reading	Average RIT score	157.1	163.1	1	168.2	8
	MAP	Mathematics	Average RIT score	162.4	171.4	27	178.8	76
2	MAP	Reading	Average RIT score	172.3	182.7	25	185.7	29
	MAP	Mathematics	Average RIT score	175	188.2	72	193.9	88

									MAP average RIT / Growth % ile				
a	Subject	2022 STAAR How the group did last year?	MAP STAAR Predictor BOY	MAP STAAR Predictor MOY		MAP STAAR Predictor EOY		2023 STAAR (Projected D1 Score if same growth is maintained)	BOY	MOY	Growth %ile	EOY	Growth %ile

											MAP average RIT / Growth % ile				
Reading	[redacted]		Appr:	72.3	Appr:	74	Appr:	86	Appr:		188.6	193.3	56	201.4	99
			Meets:	36.6	Meets:	39	Meets:	54	Meets:						
			Masters:	13.9	Masters:	13	Masters:	27	Masters:						
			Domain 1:	40.9	D 1:	42	D 1:	56	D 1:	53					
Math	[redacted]		Appr:	66	Appr:	76	Appr:	72	Appr:		188.5	196.6	99	201.9	97
			Meets:	31.7	Meets:	43	Meets:	36	Meets:						
			Masters:	9.9	Masters:	14	Masters:	11	Masters:						
			Domain 1	36	D 1:	44	D 1:	40	D 1	37					
Reading	Appr:	86.21	Appr:	80.1	Appr:	83	Appr:	84	Appr:		197.7	207.5	99	211.7	99
	Meets:	57.47	Meets:	41	Meets:	49	Meets:	57	Meets:						
	Masters:	33.33	Masters:	20.5	Masters:	33	Masters:	35	Masters:						
	Domain 1	59	Domain 1	47.2	D 1:	55	D 1:	59	D 1	62					
Math	Appr:	75.86	Appr:	72.3	Appr:	80	Appr:	87	Appr:		199.5	208.6	88	216	99
	Meets:	36.78	Meets:	39.8	Meets:	45	Meets:	44	Meets:						
	Masters:	17.24	Masters:	14.5	Masters:	12	Masters:	18	Masters:						
	Domain 1	43	Domain 1	42.2	D 1:	46	D 1:	50	D 1	53					
Reading	Appr:	84.69	Appr:	82.2	Appr:	86	Appr:	83	Appr:		204.5	211.3	1	215.9	48
	Meets:	60.20	Meets:	34.4	Meets:	40	Meets:	49	Meets:						
	Masters:	24.49	Masters:	24.4	Masters:	13	Masters:	24	Masters:						
	Domain 1	56	Domain 1	53.7	D 1:	46	D 1:	52	D 1	67					

											MAP average RIT / Growth % ile				
	Math	Appr:	83.67	Appr:	85.6	Appr:	85	Appr:	84	Appr:		209.1	215.7	2	221	43
		Meets:	48.98	Meets:	53.3	Meets:	43	Meets:	44	Meets:						
		Masters:	19.39	Masters:	14.4	Masters:	13	Masters:	10	Masters:						
		Domain 1	51	Domain 1	51.1	D 1:	47	D 1:	46	D 1	57					
	Scienc	[redacted]				[redacted]				Appr:						
										Meets:						
										Masters:						
										Domain 1						

	3rd Math	3rd Reading	4th Math	4th Reading	5th Math	5th Reading	5th Science
Not likely to Likely did not pass	9	1	3	4	0	2	5
Zone of Uncertainty	46	20	20	13	20	16	38
Likely Passed	42	74	60	66	69	71	46
No Score	0	2	1	1	1	0	0
STAAR Alt	0	0	1	1	0	0	0

Student Learning Strengths

According to the MAP Math Growth Report all grades Kindergarten through fourth exceeded the grade-level norm projected growth.

According to the MAP Reading Growth Report in grades Kindergarten, third, and fourth grade students exceeded the grade-level norm projected growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a significant gap between the performance of general education students and special education students.
Root Cause: The increase of special education students may indicate the need for additional special education staff. Training for general education teachers, as well as special education paras to meet the needs of special education students is inadequate.

Problem Statement 2: As a campus we have experienced an upward trend of students that qualify as economically disadvantaged.
Root Cause: The poverty rate in Wichita Falls has increased causing the number of students entering our area schools qualifying as Eco. Dis. to also increase.

Problem Statement 3: Not all staff have an understanding for: HRS/ASOT, CKH, Balanced Literacy, Guided Math, STEAM, SPED Supports, PLCs, MTSS, etc.
Root Cause: The transition in staff and not having a continuous training model.

Problem Statement 4 (Prioritized): Tier one instructional needs to be reviewed for areas of growth and areas in which to replicate.
Root Cause: Tiered instruction should be differentiated and meet the needs of all learners. This isn't happening across the campus.

School Processes & Programs

School Processes & Programs Summary

Fowler hired several new teachers this year but all have previous teaching experience. There are two new Kindergarten teachers, two new 1st Grade teachers, one new 2nd grade teacher, one 3rd grade teacher, one 4th grade teacher, one 5th grade teacher, and one Special Education teacher. Support systems, such as common grade level planning, grade level PLC time for grades pre-k through third grade, and content PLC teams for fourth and fifth grade, and a common learning framework will be in place for these new staff members. Additionally, an Instructional Coach mentor teachers and provides support and resources to all staff. All new teachers are paired in a mentoring relationship with an experienced WFISD/Fowler teacher.

WFISD's goal is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and hold districts and schools accountable for improvements in student academic achievement

The TEKS Resource System is in place to cover all TEKS and to create a schedule for implementation. Through the Marzano's training, the staff has adopted a common learning framework. Fowler language arts teachers will utilize Balanced Literacy to improve student achievement in reading. Fowler math teachers will implement Guided Math to improve student achievement in math. Seidlitz will be utilized at all grades/content areas to improve Tier 1 instruction.

Teachers in Pk, K, 1st, 2nd, and 3rd grades will have access to 11 devices. 4th and 5th grader students will continue to have 1:1 devices. Teachers not previously attending Google training will have an opportunity to be trained.

Two selected groups of teachers and leaders went through extensive Marzano's HRS (Highly Reliable Schools) Level 1 Training. The model and approach were brought back to inform decision making and positively impact the safety and collaborative nature in which things are done.

Safety and security of staff and students is our number one concern. All exterior doors, with the exception of one at the front office are kept locked. Monthly safety drills and logs are maintained. The process and procedure in which these are done are modified when necessary. Staff wear name badges and all visitors to campus have to sign in with front office staff and are printed a name badge. Background checks must be obtained to volunteer in classrooms and attend field trips or class parties.

Fowler has many activities for students to participate in including clubs, UIL, choir, writing club, STEAM Club, and student council.

We have a positive behavior program and character education to increase appropriate behavior and reduce the threat of bullying, as well as grade level discipline plans with set consequences for inappropriate behavior. Occasionally, disciplinary removals happen due to severe disruptions in the classroom and serious inappropriate interactions between students.

Our Instructional Coach provides instructional support for all teachers at Fowler. All new teachers are provided a mentor and veteran teachers who are new to the campus are provided a "go-to" person to assist with any questions or concerns. Training is provided throughout the year to support all teachers. Administrators work to maintain high levels of morale and alleviate burden when possible to promote teacher retention.

An independent intervention period is built into the schedule to provide more small group instruction in grades first through fifth. Classroom teachers collaborate with SpEd teachers to assist in the growth of our special education students. Fowler strives to educate the whole child through social, emotional well being, providing character education and enrichment opportunities for students to explore outside interests and develop a sense of belonging and value.

School Processes & Programs Strengths

Fowler staff participated in the Marzano High Reliability School training this year which will build systems for learning on campus. Fowler will work to implement learned strategies from the level 1 training to inform decision making. Several teachers have been through the ASOT training and a common instructional framework will be in place for teachers. Instructional coaches will help foster new teachers on campus and facilitate the ASOT training with staff members.

Fowler has earned the designation as a National Capturing Kids Heart Showcase Campus during the past two school years.

The District provides curriculum-based assessments to help monitor teacher and student progress. The District also provides a benchmark assessment. After each of these assessments, staff looks at student and curriculum needs and makes adjustments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all staff have an understanding for: HRS/ASOT, CKH, Balanced Literacy, Guided Math, STEAM, SPED Supports, PLCs, MTSS, etc.
Root Cause: The transition in staff and not having a continuous training model.

Problem Statement 2 (Prioritized): Tier one instructional needs to be reviewed for areas of growth and areas in which to replicate.
Root Cause: Tiered instruction should be differentiated and meet the needs of all learners. This isn't happening across the campus.

Perceptions

Perceptions Summary

Fowler has a culture in which all members strive for greatness. Overall, parents are supportive of teachers and administrators. There is a general friendliness about the school. When visitors enter, we often hear compliments about how friendly everyone is. Fowler believes that all students can learn and make growth. Administrators value staff members of all levels and strive to provide positive feedback and praise. We celebrate the successes and analyze shortcomings to find ways to make ourselves better. We welcome visitors to come observe and often have teachers from other campuses or districts come to our school to observe. We invite community members to come and see what we are about. We partner with Midwestern State University to provide a place where aspiring teachers can come and learn. We believe that it takes an entire community of students, teachers, staff, parents, and business partners to make a successful school. We work to ensure that all components are a part of the process. We have a "growth mindset" and are focused on setting and reaching goals at every grade level. We believe all students can learn.

We gain insight into perceptions through staff, students, and parent surveys conducted throughout the year.

Perceptions Strengths

We get positive feedback from parents. We often get compliments about the culture of our school and other schools and community (Midwestern State University) send people to visit and observe. Overall, parents have indicated through parent surveys that they are satisfied with the communication from the school, as well as, parent and family involvement opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our staff demographic breakdown does not reflect the student and family population we serve.
Root Cause: Perceptions about Wichita Falls as a town and as an ISD.

Problem Statement 2: As a campus we have experienced an upward trend of students that qualify as economically disadvantaged.
Root Cause: The poverty rate in Wichita Falls has increased causing the number of students entering our area schools qualifying as Eco. Dis. to also increase.

Problem Statement 3 (Prioritized): Engagement of parents/guardians/community members is not perceived as equal in relation to our campus demographic.
Root Cause: Lack of systems to engage ALL families and community members

Priority Problem Statements

Problem Statement 1: There is a significant gap between the performance of general education students and special education students.

Root Cause 1: The increase of special education students may indicate the need for additional special education staff. Training for general education teachers, as well as special education paras to meet the needs of special education students is inadequate.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Engagement of parents/guardians/community members is not perceived as equal in relation to our campus demographic.

Root Cause 2: Lack of systems to engage ALL families and community members

Problem Statement 2 Areas: Demographics - Perceptions

Problem Statement 3: Tier one instructional needs to be reviewed for areas of growth and areas in which to replicate.

Root Cause 3: Tiered instruction should be differentiated and meet the needs of all learners. This isn't happening across the campus.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: July 30, 2024

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Retain 90% of staff at the end of the 2024-2025 school year.

Evaluation Data Sources: WFISD Staffing Information
Resignation/retirement letters
Mentors assigned
New Teacher Academy Agenda
New Teacher Academy Sign In Sheets
New Staff Survey and Results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Each new teacher will be assigned a content area and/or grade level mentor. Teachers new to Fowler will be given a go-to contact for support. **Strategy's Expected Result/Impact:** New teachers' planning and teaching skills will improve. **Staff Responsible for Monitoring:** Campus Administrators; Instructional Coaches; **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: All staff will be offered staff development opportunities, either on campus, within WFISD, or out of district, throughout the year. *Professional development will be provided for all staff. PD will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, MTSS, PLC, Differentiation, NASOT, TBSI, and the support of English Learners. **Strategy's Expected Result/Impact:** Staff will gain additional knowledge and their teaching practices will improve **Staff Responsible for Monitoring:** Campus Administrators; Instructional Coaches; District Curriculum Specialists **TEA Priorities:** Recruit, support, retain teachers and principals	50%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: The instructional coach and campus administrators will focus on providing assistance to teachers in need of instructional strategies and resources. The focus will be on new (including new to grade level) and/or struggling teachers. **Strategy's Expected Result/Impact:** Improvement in content knowledge, planning and lesson delivery. **Staff Responsible for Monitoring:** Instructional coaches; campus administrators	75%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Take Quick Data checks to analyze the perception of staff regarding level of support. Analyze data for trends, areas of strengths, areas that need to be improved. After reviewing data create a plan to improve our practices. **Strategy's Expected Result/Impact:** Gain an understanding of staff perceptive in school's overall safety, culture, and collaboration. **Staff Responsible for Monitoring:** Principal, Asst. Principal HRS Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 2: Fill at least 90% of vacancies for the 2025-2026 school year by the end of May 2025.

Evaluation Data Sources: Number of vacancies based on report from HR and Talent Ed.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Attend yearly district job fair, collect resumes, interview candidates, reaching out to local university to get potential candidates who are student teachers, maintain file of potential new hires. *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan. Title II, Part A, Teacher & Principal Training & Recruiting *The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement. **Strategy's Expected Result/Impact:** All current staff members are highly qualified. **Staff Responsible for Monitoring:** Administrators, teachers **TEA Priorities:** Recruit, support, retain teachers and principals	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: 80% of Pre-K students will score on or above grade level in letter knowledge at Wave 3 of the CLI Assessment.
90% of Pre-K students will be on track as measured by the CLI math overall measure at Wave 3 of the CLI Assessment.

Evaluation Data Sources: CLI Engage Assessment

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Pre-K teachers will create a literacy and numeracy environment and will conduct regularly formal and informal assessments. **Strategy's Expected Result/Impact:** Increased literacy and numeracy competence Student learning will be reviewed and discussed during PLC. **Staff Responsible for Monitoring:** Pre-K Teachers Instructional Coach Principal **TEA Priorities:** Build a foundation of reading and math -	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: 90% of Kindergarten students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.

Evaluation Data Sources: NWEA MAP Assessments & Reports BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: KG teachers will meet weekly with IC to plan and go over data relating to weekly phonics and math skills aligned to TRS. Title funds will also go towards purchasing materials to promote math and literacy development in each classroom. (Chart paper, copy paper to create hands on learning stations (and activities for tutors), markers to use in collaboration activities with students, hands on learning materials, headphones and online activities) **Strategy's Expected Result/Impact:** All students leaving the year reading on grade level. **Staff Responsible for Monitoring:** Instructional Coach Principal **ESF Levers:** Lever 5: Effective Instruction	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: 90% of First Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.

Evaluation Data Sources: NWEA MAP Assessments & Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: 1st grade team will meet weekly in PLCs to plan and disaggregate scores from Phonics assessment, Unit assessments and Weekly TRS aligned Math assessments. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention. Highest need skills will be looped into weekly assessments. **Strategy's Expected Result/Impact:** Increased achievement due to greater attendance (time on task) **Staff Responsible for Monitoring:** 1st Grade teachers Instructional Coach Principal **ESF Levers:** Lever 5: Effective Instruction	N/A		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Use Federal & SCE Funds to purchase online instructional programs, supplies, and materials support teachers differentiate instruction. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal Instructional Coach Grade level teachers 1-5 **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Supplemental Online Program - Title 1 Part A - $9,687.50	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: 90% of Second Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.

Evaluation Data Sources: NEWA MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Second Grade team will meet weekly in PLCs to plan and disaggregate scores from Phonics assessment, Unit assessments and Weekly TRS aligned Math assessments. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention. Highest need skills will be looped into weekly assessments. **Strategy's Expected Result/Impact:** Increased MAP Scores **Staff Responsible for Monitoring:** Second Grade Teachers Principal Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: 90% of Third Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.

Evaluation Data Sources: MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. Students will be grouped by needed skills and worked with at the teacher table weekly. **Strategy's Expected Result/Impact:** Increased MAP scores. **Staff Responsible for Monitoring:** Third Grade Teachers Instructional Coach Principal **ESF Levers:** Lever 5: Effective Instruction	N/A		

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 6: 90% of Fourth Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.

Evaluation Data Sources: MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. Students will be grouped by needed skills and worked with at the teacher table weekly. **Strategy's Expected Result/Impact:** Improved MAP Scores **Staff Responsible for Monitoring:** Fourth Grade Teachers Instructional Coach Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 7: 90% of Fifth Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.

Evaluation Data Sources: MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. Students will be grouped by needed skills and worked with at the teacher table weekly. **Strategy's Expected Result/Impact:** Improved MAP Scores **Staff Responsible for Monitoring:** Fifth Grade Teachers Instructional Coach Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase student awareness of post-secondary opportunities by offering at least 3 college and career awareness activities by the end of the 2024-2025 school year.

Evaluation Data Sources: Flyers, Agendas, Photos, and Student Surveys

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Make students aware of post-secondary opportunities by all staff displaying a "meet the teacher" poster outside of their classroom that focuses on education and certifications/trades/military experience. **Strategy's Expected Result/Impact:** Increased awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** All staff **- TEA Priorities:** Connect high school to career and college	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Provide exposure to new skills and potential areas of interest through three after school clubs. **Strategy's Expected Result/Impact:** All students will have a broader range of interests and experiences to draw from for later opportunities. **- TEA Priorities:** Connect high school to career and college	100%	100%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Host a career exploration day. Each grade level will recruit parents from different professions to come and speak in 10-15 minute increments about their different career paths and the steps it took to get there. **Strategy's Expected Result/Impact:** Increased awareness of post-secondary opportunities. Job exploration **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Connect high school to career and college	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 1: 100% of core subject teachers will participate in a minimum of 20 targeted PLC meetings by the end of May 2025.

Evaluation Data Sources: PLC Meeting Minutes
PLC Meeting Agendas
Sign-In Sheets
Data Dig Spreadsheet

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Schedule weekly grade level PLC /MTSS meetings during the school day outside of the given planning time. **Strategy's Expected Result/Impact:** Teachers will become more effective through continued professional development and support. Teachers will be aware of each student's progress or lack thereof and determine ways to target student needs. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coaches Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	70%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Utilize the campus ASOT team to develop a system for training, providing support, and holding teachers accountable for creating and tracking progress on their independent ASOT goals. **Strategy's Expected Result/Impact:** Improved teaching by teachers each selecting an area on which to focus for the year, setting clear goals, and actively working toward those goals. **Staff Responsible for Monitoring:** ASOT Team; Instructional Coaches; Teachers; Administrators **TEA Priorities:** Build a foundation of reading and math -	10%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: District will provide campus with 1 Instructional Coach to assist campus in meeting these goals. **Strategy's Expected Result/Impact:** Improved Tier 1 instruction resulting in greater student achievement. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 2: Increase school provided family engagement nights to 3 times a year by May of 2025.

Evaluation Data Sources: Parent Sign in Sheets
Event flyers/announcements
Parent surveys

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Provide at minimum 3 opportunities for parent involvement by the end of the 24-25 school year to include parent nights and surveys to gather input. **Strategy's Expected Result/Impact:** Parent engagement in science and math activities. Increased scores on STAAR test in Science and Math. Make more parents aware of how to help their children. Get more parents involved in the education of their children. **Staff Responsible for Monitoring:** Teachers and administrators	70%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. **Strategy's Expected Result/Impact:** Parent engagement in science and math activities. Increased scores on STAAR test in Science and Math. Make more parents aware of how to help their children. Get more parents involved in the education of their children. **Staff Responsible for Monitoring:** Teachers and administrators **Funding Sources:** - Title 1 Part A	100%	100%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Create opportunities for parents, students, and staff to provide input and feedback through surveys, general feedback forms, and meetings, including parent participation on the Campus Site Based Decision Making Team. *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. **Strategy's Expected Result/Impact:** Parents will become aware of various aspects of literature, including genres and key concepts. **Staff Responsible for Monitoring:** Teachers and administrators	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 3: Work to increase overall attendance rate from 96.51% to 97% by the end of the 2024-2025 school year.

Evaluation Data Sources: Attendance Reports
Parent Conferences
Home Visits
Phone calls to parents
Truancy involvement

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Make timely calls to parents for each student not in attendance by 10:00 am every day. Follow up to collect doctors'/parents' notes when students are absent. **Strategy's Expected Result/Impact:** Improve ADA **Staff Responsible for Monitoring:** Attendance Clerk	40%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: *The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. Make phone calls to inquire about students with irregular attendance. Home visits for students with frequent absences. Involve truancy officer when issues persist. **Strategy's Expected Result/Impact:** Improved ADA **Staff Responsible for Monitoring:** Teachers, Counselor, Administrators, Attendance Clerk, Truancy Officer	35%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services. *Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student. All staff complete modules online. A TBSI team will be assembled and trained in TBSI and Handle with Care. All students will be trained on internet safety. **Staff Responsible for Monitoring:** Principal Counselor **- TEA Priorities:** Improve low-performing schools	100%	100%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility **Staff Responsible for Monitoring:** Principal PE Teachers **TEA Priorities:** Improve low-performing schools	40%		

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools	N/A		

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 6: *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Title 1, Part D, At-Risk *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitte to the State and Federal Programs Office monthly. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 4: Help motivate students through recognition programs, maintaining at least 4 school wide recognition programs, by the end of the 2024-2025 school year and continuing classroom level recognition.

Evaluation Data Sources: Awards Ceremonies
Student of the Month
Academic Recognition
9 weeks parties
Fun Fridays
PBIS Classroom Incentives/classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Implement a variety of programs within the classroom and across the campus, including, but not limited to: Awards Ceremonies Student of the week Academic Recognition 9 weeks parties Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.) **Strategy's Expected Result/Impact:** Students will be motivated to strive for greatness in both academics and behavior. Students will be respectful, responsible, and ready to learn. **Staff Responsible for Monitoring:** All staff	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 5: Increase parent awareness and engagement opportunities by utilizing at least 3 modes of parent communication throughout the 24-2025 school year.

Evaluation Data Sources: Surveys
Calendars
ClassDojo
Social Media
Newsletters

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Send home monthly calendars with up to date information about events, dress up days, holidays, etc. **Strategy's Expected Result/Impact:** Parents will be aware of upcoming events and will provided with timely information about what's happening at school. **Staff Responsible for Monitoring:** Administrators; teachers	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Utilize a Google Form for documenting phone calls made to parents by staff members. **Strategy's Expected Result/Impact:** We will have a record of calls and attempted calls to keep parents engaged and informed regarding their student's academics and behavior. **Staff Responsible for Monitoring:** Teachers; administrators; counselor	N/A		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Staff will make "Sunshine Calls" (positive calls home) within the first semester school. **Strategy's Expected Result/Impact:** Staff will build a positive rapport with parents/families. Parents/families will be more receptive to any future potential negative calls that may have to take place. **Staff Responsible for Monitoring:** Classroom teachers; Administrators	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 6: Reduce the number of office referrals by at least 10% for the 2024-2025 school year.

Evaluation Data Sources: Discipline Referrals.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Implement Capturing Kids Hearts on our campus, school-wide. We will utilize the training and skills acquired to meet the individual behavioral needs of all students. We will utilize social contracts in every classroom, to set high levels of behavioral expectations for all students. Purchase CKH Premium to utilize the Social Emotional Learning curriculum at least 30 minutes per week. **Strategy's Expected Result/Impact:** Students social emotional awareness training will allow them to exhibit empathy, kindness, etc. which should in turn reduce behavior issues. Increased positive teacher/student meaningful relationships **Staff Responsible for Monitoring:** Classroom teachers; Counselor; Administrators	10%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Implement the new district wide discipline plan, flow chart, and expectations. **Strategy's Expected Result/Impact:** Office referrals and classroom disruptions will be reduced **Staff Responsible for Monitoring:** Classroom teachers; administrators; counselor	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Fowler Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.9
Brief Description of SCE Services and/or Programs

Personnel for Fowler Elementary

Name	Position	FTE
Christian, Pauline	Aide	0.9

Title I Personnel

Name	Position	Program	FTE
West, Cheri	Instructional Coach: Math	School Wide	1

Campus Funding Summary

Title 1 Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	2	Supplemental Online Program		$9,687.50
4	2	2			$0.00
				Sub-Total	$9,687.50
				Budgeted Fund Source Amount	$116,868.00
				+/- Difference	$107,180.50
				Grand Total Budgeted	$116,868.00
				Grand Total Spent	$9,687.50
				+/- Difference	$107,180.50

Addendums

2022-23 Title I Campus Budget

Fowler Elementary — Alexandra Martin

Estimated 2022-23 Title I Budget Allocation: **$89,010**

Estimated Discretionary Funds: **$27,858**

Account Code									
Fund	**FC**	**Obj**	**S/O**	**Org**	**FY**	**Prog**	**Proj**	**Budget**	**Description**
Personnel:									
211	11	6112	00	111	3	30	000	$2,100	Substitutes
211	11	6118	**67**	111	3	30	000	$15,000	Tutoring
211	11	6118	00	111	3	30	000	$1,000	Teacher Extra Duty Stipend
211	13	6118	00	111	3	30	000	$0	Teacher Extra Duty Stipend for PD
211	11	6119	00	111	3	30	000	$61,152	Teacher Salaries, Stipends & Benefits
211	11	6129	00	111	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	111	3	30	000	$0	Region Esc Services
211	11	6248	00	111	3	30	000	$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	111	3	30	000	$8,300	On-line services/Maint agreements
211	34	6294	67	111	3	30	000	$0	Student busing for tutorials
211	11	6297	00	111	3	30	000	$0	Printing
211	11	6299	00	111	3	30	000	$0	Contracted Services - For Students
211	13	6299	00	111	3	30	000	$0	Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	111	3	30	000	$908	Instructional Reading materials/books
211	11	6339	00	111	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	111	3	30	000		Technology
211	11	6396	00	111	3	30	000		Miscellaneous Equipment: single cost unit $1,000-$4,999
211	11	6397	00	111	3	30	000	$0	Software/Licenses
211	11	6399	00	111	3	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	111	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	111	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
								TOTALS	**$89,010**
								Remaining Funds to Allocate:	**$0**

Parent & Family Engagement (PFE):								**$1,277**	
211	61	6239	00	111	3	30	215		*PFE Region Service Center Fees (Conference registration)*
211	61	6299	00	111	3	30	215		*PFE Contracted Services*
211	61	6297	00	111	3	30	215		*PFE Printing*
211	61	6399	00	111	3	30	215	$1,077	*PFE Supplies*
211	61	6411	00	111	3	30	215		*PFE Travel Expenses for Conferences*
211	61	6499	00	111	3	30	215	$200	*PFE Snacks*
								TOTALS	**$1,277**
								Remaining Funds to Allocate:	**$0**

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature: *Alexandra Martin*

Date: 8/19/2022