

**Birdville Independent School District**  
**O.H. Stowe Elementary**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

*As a Stowe Family, we BELIEVE in our ability to thrive. We grow together in a safe, empowering environment by building relationships & communicating with purpose.*

## 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

*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 (Prioritized):** Our ADA is 94.6% and the district goal is 96%.

**Root Cause:** We need to continue to communicate to parents how important daily attendance is. We have and will continue to utilize our district's Tribunal process as well as the campus processes we have created along with our Attendance Truancy Officer.

# 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 2025 STAAR data, Stowe saw significant growth in all grade levels in all subjects in English from 2024-2025. In Spanish however, we only saw pockets of growth in math and science from the previous year. Stowe still is performing below the district average in reading and math, with the exception of 4th grade 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 Stowe Spring 2024 vs. Stowe Spring 2025 (English Assessments)

	Reading		Mathematics		Science	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025	Spring 2024	Spring 2025
3rd Grade	65%	72%	58%	64%		
4th Grade	64%	81%	46%	71%		
5th Grade	68%	69%	63%	71%	36%	49%

### STAAR 2024 Stowe Spring 2023 vs. Stowe Spring 2025 (Spanish Assessments)

	Reading		Mathematics		Science	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025	Spring 2024	Spring 2025
3rd Grade	52%	50%	64%	57%		
4th Grade	64%	42%	36%	42%		
5th Grade	79%	77%	44%	67%	21%	36%

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

	Reading		Mathematics		Science	
	Campus	District	Campus	District	Campus	District
3rd Grade	72%	79%	64%	73%		
4th Grade	81%	84%	71%	70%		
5th Grade	69%	78%	71%	74%	49%	66%

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%

2024-25 TELPAS

	Listening				Speaking				Reading				Writing				Composite			
	Beginning	Int	Adv	Adv High	Beginning	Int	Adv	Adv High	Begin	Int	Adv	Adv High	Begin	Int	Adv	Adv High	Begin	Int	Adv	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

This year O.H. Stowe is not identified for having any targeted support and improvement areas. However we will be closely watching our Special Education demographic to ensure that student growth is occurring. We will also continue to have our efforts focused in the area of student achievement so that our percentage for meeting academic achievement is improving.

**Student Learning Strengths**

We have made giant gains last year moving from a D to a B in our overall rating. We also have made an increase in every grade in every subject level from the previous year. Sometimes growing in as much as 17 points in Reading and 25 points in Math. We have worked to closely align our TEKS to the work we are doing in the classroom. We also have realized how important vocabulary and questioning are in our work.

## **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 math groups and higher level thinking skills and questioning 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. 74% 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%).

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):** At Stowe Elementary, a significant proportion of students remain on Tier 3 interventions in reading and math, indicating that current instructional and intervention practices are not consistently meeting the needs of all learners. Despite available support programs, too many students continue to perform below the 10th percentile nationally on universal screeners

**Root Cause:** High levels of student need--including elevated percentages of students qualifying for free/reduced lunch, English Learners, and students served by special education--combined with inconsistent alignment between core instruction and targeted interventions, contribute to ongoing gaps in performance.

**Problem Statement 2 (Prioritized):** Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention

**Root Cause:** Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model.

# 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 (Prioritized):** While the majority of students (85%) and parents (74%) report that Stowe Elementary is a safe and orderly campus, perception data reveals room for growth in strengthening parent and student confidence in campus programs, processes, and procedures. Additionally, current data collection methods provide only a limited picture of stakeholder perceptions, making it difficult to identify and address spe

**Root Cause:** Perception data is not gathered consistently or in sufficient detail across all stakeholder groups. While safety is monitored, there is less structured collection of feedback regarding other areas such as instructional support, communication effectiveness, and campus culture. As a result, opportunities to engage families and staff more deeply in continuous improvement may be missed

# Priority Problem Statements

**Problem Statement 1:** At Stowe Elementary, a significant proportion of students remain on Tier 3 interventions in reading and math, indicating that current instructional and intervention practices are not consistently meeting the needs of all learners. Despite available support programs, too many students continue to perform below the 10th percentile nationally on universal screeners

**Root Cause 1:**

High levels of student need--including elevated percentages of students qualifying for free/reduced lunch, English Learners, and students served by special education--combined with inconsistent alignment between core instruction and targeted interventions, contribute to ongoing gaps in performance.

**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 math groups and higher level thinking skills and questioning 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

**Problem Statement 4:** Our ADA is 94.6% and the district goal is 96%.

**Root Cause 4:** We need to continue to communicate to parents how important daily attendance is. We have and will continue to utilize our district's Tribunal process as well as the campus processes we have created along with our Attendance Truancy Officer.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** While the majority of students (85%) and parents (74%) report that Stowe Elementary is a safe and orderly campus, perception data reveals room for growth in strengthening parent and student confidence in campus programs, processes, and procedures. Additionally, current data collection methods provide only a limited picture of stakeholder perceptions, making it difficult to identify and address spe

**Root Cause 5:** Perception data is not gathered consistently or in sufficient detail across all stakeholder groups. While safety is monitored, there is less structured collection of feedback regarding other areas such as instructional support, communication effectiveness, and campus culture. As a result, opportunities to engage families and staff more deeply in continuous improvement may be missed

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention

**Root Cause 6:** Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and

belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model.

**Problem Statement 6 Areas:** School Processes & Programs

# 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 2026 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 K math), and Renaissance STAR Assessments (reading, grades 1-5 and mathematics, grades 1-5)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure consistent implementation of the curriculum and resources on each grade level.</p> <p><b>Actions:</b> a) Provide tiered professional learning opportunities that are responsive to staff's needs.                      b) Utilize Instructional Coaches to complete student-centered coaching cycles focused on student data and growth                      c) Provide training on resources which support the district curriculum and resources                      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                      g) Utilize district common assessments to ensure alignment of pacing and instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Facilitators; Leadership Team</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strengthen reading and math instruction by focusing on lesson internalization, use of best practices and continuous improvement.</p> <p><b>Actions:</b> a) Campus instructional walks conducted by campus leaders of learners and intervention team and utilize data to review progress of implementation  b) Teachers will regularly incorporate research-based best practices into lesson design and classroom instruction, then reflect on and refine these practices during scheduled team or planning meetings  c) Provide coaching and training to teachers to sustain implementation of district and state requirements  d) Implement the Bluebonnet learning curriculum in math classes and guide teachers in using the Math Playbook to support high-quality math instruction  e) 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Facilitator</p> <p><b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide training in data analysis, progress monitoring and data-driven decision making to inform instruction and responsive teaching.</p> <p><b>Actions:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, instructional coach, leadership team</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Substitutes for Instructional Rounds - 199 - General Funds - \$2,000</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 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 math groups and higher level thinking skills and questioning need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

### School Processes & Programs

**Problem Statement 1:** At Stowe Elementary, a significant proportion of students remain on Tier 3 interventions in reading and math, indicating that current instructional and intervention practices are not consistently meeting the needs of all learners. Despite available support programs, too many students continue to perform below the 10th percentile nationally on universal screeners **Root Cause:** High levels of student need--including elevated percentages of students qualifying for free/reduced lunch, English Learners, and students served by special education--combined with inconsistent alignment between core instruction and targeted interventions, contribute to ongoing gaps in performance.





**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. Ensure all student groups PK-5 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 performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strengthen instructional practices and intervention supports for special populations (Special Education, Emergent Bilingual, Dyslexia, and other identified groups) to ensure equitable access to grade-level content and accelerated growth.</p> <p><b>Actions:</b> a) Teachers will implement targeted small-group instruction and accommodations for identified student groups based on progress monitoring and universal screener data.                      b) Campus leadership will use data meetings (PLC, RTI) to review student progress for underperforming groups and adjust interventions accordingly.                      c) Teachers will track and reflect on student growth through classroom-level progress monitoring tools (e.g., running records, unit assessments, mClass, PDSA, data folders).                      d) Tutors and instructional coaches will collaborate with teachers to provide Tier II and Tier III supports aligned with HB 1416 requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Title I Tutors - 211 - Title I - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build teacher and leader capacity to use data effectively for instructional planning, interventions, and monitoring progress of underperforming student groups.</p> <p><b>Actions:</b> a) Teachers will engage in ongoing PD on using data (universal screeners, STAAR, TELPAS, STAR Ren, formative assessments) to inform instruction and track student growth.  b) Grade-level PLCs will include regular review of subgroup performance, focusing on adjusting core instruction and intervention practices.  c) Instructional coaches will provide job-embedded support by modeling data-driven instructional strategies and guiding teachers in differentiating for EB and SPED students.  d) Teachers will design and implement lesson plans that include targeted vocabulary, questioning, and scaffolds to close academic language gaps for emergent bilinguals and struggling learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Reinforce and strengthen the consistent use of the PDSA (Plan-Do-Study-Act) process in classrooms and PLCs to improve instruction, monitor student learning, and accelerate growth for all student groups.</p> <p><b>Actions:</b> a) Teachers will engage in ongoing training and coaching on the PDSA process, applying it directly to lesson planning, classroom instruction, and intervention cycles.  b) Grade-level PLCs will implement PDSA cycles regularly, using formative assessments and progress monitoring data to adjust instruction and track student outcomes.  c) Instructional coaches and administrators will provide feedback during PLCs and classroom walkthroughs on how effectively teachers are implementing the PDSA cycle.  d) Teachers will maintain student-friendly data folders or tracking tools so students can set goals, monitor their own progress, and take ownership of their learning.  e) Exemplary use of PDSA cycles (e.g., effective goal setting, data tracking, or rapid-response instructional adjustments) will be highlighted in PLCs and staff meetings to share best practices across the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches</p> <p><b>Problem Statements:</b> School Processes &amp; 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><b>Problem Statement 1:</b> Current STAAR Reading data shows that we are performing below the district average in all grade levels. <b>Root Cause:</b> 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>

### 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 math groups and higher level thinking skills and questioning need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

### School Processes & Programs





**Problem Statement 1:** At Stowe Elementary, a significant proportion of students remain on Tier 3 interventions in reading and math, indicating that current instructional and intervention practices are not consistently meeting the needs of all learners. Despite available support programs, too many students continue to perform below the 10th percentile nationally on universal screeners **Root Cause:** High levels of student need--including elevated percentages of students qualifying for free/reduced lunch, English Learners, and students served by special education--combined with inconsistent alignment between core instruction and targeted interventions, contribute to ongoing gaps in performance.

**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:** 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			
<b>Strategy 1:</b> Implement the district behavior RtI plan <b>Actions:</b> a) Provide training on the district behavior RtI plan 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  <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**


<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention <b>Root Cause:</b> Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model.</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 an awareness of social-emotional development.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Capturing Kids' Hearts (CKH) and embed its values and processes into all aspects of campus culture to support student social-emotional development.</p> <p><b>Actions:</b> a) Design classroom tasks and learning experiences that intentionally build students' social-emotional awareness and skills (e.g., self-management, empathy, teamwork).                      b) Integrate CKH values and processes (social contracts, affirmations, launches) into daily routines and campuswide activities.                      c) Collect and analyze perception data from students, staff, and parents to monitor the impact of CKH on campus culture and student outcomes.                      d) Partner with a CKH Strategist to strengthen implementation through traction visits and coaching sessions.                      e) Implement EXCEL Time every Monday morning, using CKH Premium resources to provide structured SEL lessons across grade levels.                      f) Ensure 100% of staff are trained in Capturing Kids' Hearts and receive ongoing support to sustain campuswide implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2  <b>Funding Sources:</b> CKH Training - 211 - Title I - \$12,000, CKH Traction - 199 - General Funds - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a comprehensive school counseling program that promotes student well-being, safety, and social-emotional growth.</p> <p><b>Actions:</b> a) Deliver classroom guidance lessons that include the Character Strong curriculum and reinforce Capturing Kids' Hearts practices.                      b) Plan and facilitate campuswide activities that integrate SEL values into daily routines and school culture.                      c) Provide age-appropriate classroom counseling lessons on suicide prevention, bullying awareness, and strategies for seeking help and supporting peers.                      d) Utilize the Crisis Intervention Counselor to respond to students' immediate emotional needs, provide trauma-informed support, and collaborate with staff to identify and address escalating behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2  <b>Funding Sources:</b> Crisis Counselor - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**





**School Processes & Programs**

**Problem Statement 2:** Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention **Root Cause:** Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model.

**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			
<p><b>Strategy 1:</b> Develop and implement a campus program to incentivize student attendance</p> <p><b>Actions:</b> a) Create a program to incentives attendance weekly, monthly, quarterly, and annually b) Utilize the Truancy Tribunal as attendance interventions to improve student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Parent Family Engagement - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> Our ADA is 94.6% and the district goal is 96%. <b>Root Cause:</b> We need to continue to communicate to parents how important daily attendance is. We have and will continue to utilize our district's Tribunal process as well as the campus processes we have created along with our Attendance Truancy Officer.</p>

**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 foster shared ownership of student success.

**Evaluation Data Sources:** staff survey; staff attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Design and implement a yearlong plan to build staff morale, strengthen relationships, and promote a collaborative campus culture.</p> <p><b>Actions:</b> a) Provide weekly low-effort, high-impact activities that promote positivity and connection without adding to teacher workload.                      b) Implement quarterly campuswide events designed to build community and strengthen relationships among staff.                      c) Conduct regular staff surveys to monitor morale, gather feedback, and adjust support strategies as needed.                      d) Recognize and celebrate staff attendance, effort, and contributions to student success.                      e) Establish and maintain a staff Social Committee responsible for planning fun, engaging, and inclusive activities throughout the year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration; Social Committee, Leadership Team</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 2:</b> Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention <b>Root Cause:</b> Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model.</p>

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All students and staff will learn and work in a safe and responsive environment.

**Evaluation Data Sources:** safety survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging</p> <p><b>Actions:</b> 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 &amp; 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 Raptor and Standard Response Protocols for emergency situations</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue





**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> While the majority of students (85%) and parents (74%) report that Stowe Elementary is a safe and orderly campus, perception data reveals room for growth in strengthening parent and student confidence in campus programs, processes, and procedures. Additionally, current data collection methods provide only a limited picture of stakeholder perceptions, making it difficult to identify and address spe <b>Root Cause:</b> Perception data is not gathered consistently or in sufficient detail across all stakeholder groups. While safety is monitored, there is less structured collection of feedback regarding other areas such as instructional support, communication effectiveness, and campus culture. As a result, opportunities to engage families and staff more deeply in continuous improvement may be missed</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><b>Strategy 1:</b> Implement district-wide program that promotes and accident-free work environment</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Problem Statements:</b> Perceptions 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:**

Perceptions
<p><b>Problem Statement 1:</b> While the majority of students (85%) and parents (74%) report that Stowe Elementary is a safe and orderly campus, perception data reveals room for growth in strengthening parent and student confidence in campus programs, processes, and procedures. Additionally, current data collection methods provide only a limited picture of stakeholder perceptions, making it difficult to identify and address spe <b>Root Cause:</b> Perception data is not gathered consistently or in sufficient detail across all stakeholder groups. While safety is monitored, there is less structured collection of feedback regarding other areas such as instructional support, communication effectiveness, and campus culture. As a result, opportunities to engage families and staff more deeply in continuous improvement may be missed</p>

# State Compensatory

## Budget for O.H. Stowe Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.145

**Brief Description of SCE Services and/or Programs**

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## Personnel for O.H. Stowe Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitutes for Instructional Rounds		\$2,000.00
1	4	1	CKH Traction		\$7,000.00
<b>Sub-Total</b>					\$9,000.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$1,000.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$10,000.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title I Tutors		\$12,000.00
1	4	1	CKH Training		\$12,000.00
1	4	2	Crisis Counselor		\$0.00
2	1	1	Parent Family Engagement		\$2,000.00
<b>Sub-Total</b>					\$26,000.00
<b>Budgeted Fund Source Amount</b>					\$124,000.00
<b>+/- Difference</b>					\$98,000.00
<b>Grand Total Budgeted</b>					\$144,000.00
<b>Grand Total Spent</b>					\$35,000.00
<b>+/- Difference</b>					\$109,000.00