

Wichita Falls Independent School District

Fowler Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: November 12, 2018
Public Presentation Date: November 1, 2018

Mission Statement

The mission of Fowler Elementary is to educate all students to their highest potential through a collaborative effort among staff, parents, and the community.

Vision

The vision of Fowler Elementary is to support the whole child, focus on social and emotional wellness, academics and to prepare students for the future in a safe environment that fosters student success.

Wichita Falls Independent School District Goals

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

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Comprehensive Needs Assessment

Revised/Approved: September 17, 2018

Needs Assessment Overview

All staff at Fowler Elementary will continue to implement strategies and activities that will continue to close the achievement gap for all student sub populations.

- Two full-time Instructional Coaches will be utilized to assist students in mastery of STAAR test objectives.
- Research-based activities and best practices will be incorporated into daily lessons.
- Early intervention practices will be built into lessons to ensure grade level achievement.
- Technology will be utilized in all grade levels to enhance learning.
- All students will have the opportunity to participate in Physical Education, Music, Art, and UIL events.
- Parent participation will be promoted and sustained through a variety of activities throughout the school year.
- Community involvement through Partners in Education will be maintained.
- A School Compact between parents, students, and school staff will be developed and implemented.
- Common, Formative, and Benchmark assessments will be used to monitor student progress.
- The concept of Professional Learning Communities will be incorporated school-wide with a focus on student achievement.
- Training opportunities and staff development for local curriculum will be provided with collaboration with curriculum specialists.
- Provide staff development/training opportunities for increased student success in all academic areas.
- Staff will be trained in ways to provide all necessary students with Response to Intervention.

General Ed. Funds as well as State Compensatory Funds and Title funds will be utilized to provide tutorials as well as two full-time instructional coaches. Staff will meet to discuss and plan appropriate interventions for students in danger of failing. Interventions will also be planned and implemented for students not achieving at grade-level.

Demographics

Demographics Summary

In May of 2018 Fowler Elementary:

Average class size is 20.36.

Student Demographics

Gender

- Female 46.94% (261 students)
- Male 53.06% (295 students)

Ethnicity

- Hispanic-Latino 19.96% (111 students)
- White/Non-Hispanic 80.04% (445 students)

Race

- 0.18% (1 student) is American Indian-Alaskan Native
- 5.22% (29 students) are Asian
- 5.22% (29 students) are Black - African American
- 0% (0 students) are Native Hawaiian - Pacific Islander
- 63.49% (353 students) are White
- 5.94% (33 students) are two-or-more races

Student by Program:

- The mobility rate is 13.7% for the 2015-2016 school year
- 10.79% (60 students) are identified Special Education
- 8.99% (50 students) are identified as Gifted & Talented Program
- 3.24% (18 students) are identified as English as a Second Language (ESL)

Other Student Information:

- 41% (228 students) of the student population is Economically Disadvantaged.
- 46.94% (261 students) of the student population is At-Risk
- 4.32% (24 students) of the student population are English Language Learners
- 5.76% (32 students) of are Military Connected

Demographics Strengths

Fowler's student population grew from 556 to 570 over the school year. The increasing is due to growth on the Southwest side of town. The student population comes from a two mile radius around the campus. This creates a unique culture of invested and engaged parents and fosters the "it takes a village" mentality.

Fowler had an attendance rate of 96.81% for the 2017-2018 school year. This is slightly less than the previous year of 97.60%

Support is given to students by teachers, paraprofessionals, tutors, and administrators to assist a unique group of young learners. Tutors collaborate with teachers to provide a systematic approach in targeting the diverse needs within the student population. Each teacher is accountable for posting learning objectives and following the Instructional Focus Document for their grade level and content area(s). The special education team employs a collaborative approach to strengthen learning for special education students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of students who qualify as economically disadvantaged has steadily increased over the past three years. **Root Cause:** The amount of low income housing being built on the Southwest side of town.

Student Academic Achievement

Student Academic Achievement Summary

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from M-Class assessments, Texas Primary Reading Inventory (TPRI), iStation, district benchmarks, 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 SST processes.

Fowler met all requirements in the four indexes assessed for the state accountability area, Student Achievement; Student Progress; Closing Performance Gaps; and Postsecondary Readiness.

KG EOY M: Approaches GL: 80.9% Masters GL: 26.97%

1st EOY M: Approaches GL: 79.01% Masters GL: 9.88%

2nd EOY M: Approaches GL: 58.76% Masters GL: 0%

STAAR Scores 2018

3rd R: Approaches GL: 84% Meets GL: 53% Masters GL: 31%

3rd M: Approaches GL: 74% Meets GL: 43% Masters GL: 12%

4th R: Approaches GL: 76% Meets GL: 50% Masters GL: 28%

4th M: Approaches GL: 76% Meets GL: 37% Masters GL: 19%

4th W: Approaches GL: 74% Meets GL: 50% Masters GL: 12%

5th R: Approaches GL: 82% Meets GL: 63% Masters GL: 21%

5th M: Approaches GL: 88% Meets GL: 65% Masters GL: 27%

5th Sci: Approaches GL: 81% Meets GL: 33% Masters GL: 10%

Student Academic Achievement Strengths

3rd grade reading had 31% of students master the grade level assessment.

5th grade math has 27% of students master the grade level assessment.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Increase the percentage of SPED students who met standard on all tests from 44% to 75% by May 2019. **Root Cause:** SPED students who receive pull out were not receiving grade level instruction at the mandatory level set by WFISD.

Problem Statement 2: Increase the percentage of students who fall into the 2 or more races sub population from 49% approaches to 52%, 48% meets to 52%, and 20% masters to 25% by STAAR 2019. (Domain III) **Root Cause:** Students in the 2 or more races sub population did not meet the target.

Problem Statement 3: Increase the percentage of white students from 81% approaches to 85%, 50% meets to 60%, and 20 % masters to 30%. on STAAR 2019 (Domain III) **Root Cause:** 487 total test were taken by students identified as white. Shift the focus from approaches to moving more students to meets and masters. Such a large population is often overlooked.

Problem Statement 4: 64% of African American students (42 total tests) performed at the approaches level (below grade level) on STAAR 2018 (Domain I) **Root Cause:** Fewer students make up this percentage sub population.

Problem Statement 5: 40% of Econ. Dis. students performed at the approaches level (below grade level) on STAAR 2018 (Domain I) **Root Cause:** Steady increase of Econ. Dis. students

School Processes & Programs

School Processes & Programs Summary

To promote safety our campus regularly practices drills, all visitors and staff wear name badges, and outside doors are kept locked. Fowler has many activities for students to participate in including clubs, UIL, choir, and student council.

Fowler will be entering the first year of HRS and Seidlitz 7 Steps, and will begin the second year of Conscious Discipline training.

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.

All staff at Fowler Elementary are Highly Qualified. Instructional Coaches provided instructional support for all teachers at Fowler. All new teachers are assigned a mentor. All teachers new to Fowler are also provided Professional learning opportunities were provided to staff through campus professional learning communities, Consic

Instructional coaches provide instructional support for all teachers at Fowler.

All new teachers paired with experienced, skilled teachers.

Professional development focused on special populations and Conscious Discipline.

School Processes & Programs Strengths

Staff quality, recruitment, and retention is a strength for Fowler Elementary. During the 2017-2018 school year, 100% of the Fowler Staff met the highly-qualified requirements from TEA and WFISD. Other strengths include the following:

- Strong professional development programs are in place through the WFISD Curriculum Dept., Region 9 ESC, WFISD Technology Dept. and PD centered around campus goals. This contributes to the retention of teachers as well as the quality of their job performance. High teacher retention.
- High teacher retention rate. Retirement, major life events, and vertical moves were the reason for changes in staff.
- Teachers are presenting at faculty meetings based on their experiences knowledge and expertise.
- Weekly PLC meetings are held during conference periods. Conferences were lengthened to 55 minutes allow for 1 conference to be utilized each week.
- Instructional Coaches are available to provide assistance to teachers.

- All staff went on instructional rounds during the school year.
- Administration attended the WFISD job fair.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Fowler will increase parent and family engagement activities offered from 2 to 3 by May 2019. **Root Cause:** In order to include all families (sub pops) more opportunity to engage positively with the school more activities will be offered.

Problem Statement 2: Fowler will increase attendance at family engagement activities by 20% by May 2019. **Root Cause:** Attendance was low at both events offered last year. Change what is offered, consider timing of the events, and advertisement of the event.

Problem Statement 3: With an increase in student enrollment students are requiring more support in social and emotional wellness we will increase character education from one time a month to two times a month by May of 2019.. **Root Cause:** Students ability to problem solve and cope emotionally in various scenarios is lacking.

Problem Statement 4: Fowler has 8 new teachers for the 2018-2019 school year. **Root Cause:** Openings were created by teachers resigning for personal reasons and had one retirement.

Perceptions

Perceptions Summary

Fowler has a culture in which all members strive to grow each and everyday. 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.

Perceptions Strengths

Fowler has a strong PTO and Read2Learn program for second graders.

PIE Partners: American National Bank & Trust, Western Hills Baptist Church, Wichita County Farm Bureau, Sonic (Southwest Parkway), McGruff, Lone Star RV, Jonhson's Furniture, and Modern Woodmen Fraternal Financial.

Multi-generational families that are connected to Fowler.

Staff members who genuinely love and are invested in our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents and the community involvement is not as strong as we would like it to be. **Root Cause:** Parents and community members are not always aware of ways to help our students because we have moved more into technological communication and need to ensure we are informing our parents and community members in a variety of ways.

Comprehensive Needs Assessment Data Documentation

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

Goals





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






Performance Objective 1: Maintain 90% of staff from 2018-2019 to 2019-2020.

Evaluation Data Source(s) 1: WFISD Human Resources Spring 2018 interdistrict transfer list, HR Documents and position control forms.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Each teacher who has 2 or less years of teaching experience, will be provided a peer mentor for a minimum of one year. The mentor will meet with the teacher through Google Hangouts, e-mail, phone, and in person at a minimum of 10 times per school year.</p> <p>(Kistler, Howerton, Palmer, Morris, Camp, Rumfelt, Pierce, and Myracle)</p>	Principal Assistant Principal	Expected result: Routine collaboration on: best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, SPED, ect. that results in highly effective teaching practices and involvement at the campus and district levels, by the mentored.			
<p>Problem Statements: School Processes & Programs 4 Funding Sources: Not Funded - 0.00</p>					
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Each teacher new to our campus, will be provided a peer go-to person for a minimum of one year. The go-to person will be available to meet with the new staff member as needed.</p> <p>(Duncan, Parker, Brooks, Dorsey)</p>	Principal Assistant Principal	Expected result: Teachers will have a smooth transition from their previous campus to Fowler. Routine peer contact that is pre-determined to assist new staff members in learning district and campus policies and procedures.			
<p>Problem Statements: School Processes & Programs 4 Funding Sources: Not Funded - 0.00</p>					
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) *(ALL) The campus will meet all guidelines regarding the Highly Qualified status requirements for 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.</p>	Principal	Expected result: All students will learn from staff that is highly qualified.			
<p>Problem Statements: School Processes & Programs 4 Funding Sources: Not Funded - 0.00</p>					

<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Instructional coaches will meet and provide training, resources, and support to teachers with 3 or less years of teaching experience in their current assignment at least 3 times during each 9 week cycle.</p> <p>(Kistler, McBride, Fox, Howerton, Brooks, Camp, Myracle, Ledford, S. Campbell, Darter, Dorsey, Pierce, Parker, Beals, Baer, Cragar, Thayer, Mitchell)</p>	<p>Reading Instructional Coach Math Instructional Coach</p>	<p>Expected result: New teachers will feel more confident in their abilities to implement instructional strategies and curriculum.</p>			
<p>Funding Sources: Not Funded - 0.00</p>					
<p align="center">Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Utilize instructional coaches to collaborate with 100% of homeroom classroom teachers at least 4 times per school year.</p>	<p>Reading Instructional Coach Math Instructional Coach</p>	<p>Expected result: Teachers will have clear understanding of the new district curriculum and thus provide more appropriate instruction for our students. The Instructional Coaches will be viewed as a campus resource.</p>			
<p>Funding Sources: Title 1 Part A - 74823.00</p>					
<p align="center">Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) *(Early Childhood, Elementary, and Junior High) Professional development will be provided for all staff monthly through staff meetings, the Google Classroom, and PLCs. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, Balanced Literacy, Guided Math, HRS/ASOT, and the support of English Learners.</p>	<p>Principal Assistant Principal</p>	<p>Expected result: teachers will become more aware of how to serve special populations on our campus.</p>			
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Not Funded - 0.00</p>					
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) *(All Campuses receiving Title II, Part A funds) 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.</p>	<p>Principal Superintendent</p>	<p>Expected result: student achievement will increase.</p>			
<p>Funding Sources: Not Funded - 0.00</p>					

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Increase weekly grade level PLC (Professional Learning Communities) meetings/instructional planning from 28 times per year in 2017-2018 to 34 times per year by May 2019.</p>	Principal	Expected result: student growth over time can be closely monitored, student weaknesses discussed and instruction can be developed tailored to their needs.			
Funding Sources: Not Funded - 0.00					
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 2 CSF 7</p> <p>9) Increase vertical alignment teams and instructional planning times from 7 times per year in 2017-2018 to 8 times by May 2019.</p>					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:




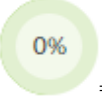

Student Academic Achievement
<p>Problem Statement 1: Increase the percentage of SPED students who met standard on all tests from 44% to 75% by May 2019. Root Cause 1: SPED students who receive pull out were not receiving grade level instruction at the mandatory level set by WFISD.</p>
<p>Problem Statement 2: Increase the percentage of students who fall into the 2 or more races sub population from 49% approaches to 52%, 48% meets to 52%, and 20% masters to 25% by STAAR 2019. (Domain III) Root Cause 2: Students in the 2 or more races sub population did not meet the target.</p>
School Processes & Programs
<p>Problem Statement 4: Fowler has 8 new teachers for the 2018-2019 school year. Root Cause 4: Openings were created by teachers resigning for personal reasons and had one retirement.</p>

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

Performance Objective 2: Fowler will use learned skills during the 2018-2019 school year to become Level 1 certified in High Reliability School by May of 2019.

Evaluation Data Source(s) 2: Results of teacher, parents, administrators, and student surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Send out survey to staff regarding perception on campus level administration and determine areas of strengths and weaknesses.</p>	Principal	Gain an understanding into the perception of staff regarding administrative issues.			
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Send out survey to staff from Marzano's link to determine level of effectiveness in each area of Level 1 HRS - Safe and Collaborative Schools.</p> <p>Analyze data for trends, areas of strengths, areas to take a closer look</p>	Principal HRS Leadership Team	Gain an understanding of staff perceptiveness in school's overall safety, culture, and collaboration.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: By May 2019, 90% of Kindergarten through second grade students will score on grade level on EOY assessments.

Evaluation Data Source(s) 1: EOY TPRI Class Summary Sheets

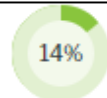
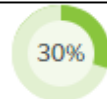
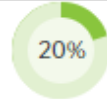



EOY District Math Screener

EOY iStation (first and second grade

Running Records

High Frequency Word Lists

Summative Evaluation 1:

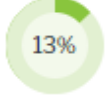
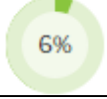
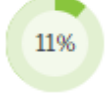
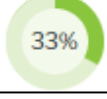
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) 100% of teaching staff will receive training on Seidlitz, HRS, and Balanced Literacy, and Guided Math by May 2019.</p>	Principal Assistant Principal Reading Instructional Coach	HRS, Balanced Literacy, Guided Math, and Seidlitz evidence during walk-throughs, lesson plans, and PLC agendas/minutes			
Funding Sources: Not Funded - 0.00					
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) *(Elementary and Secondary) Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p>	Reading Instructional Coach Math Instructional Coach Homeroom Teachers	Fewer number of Kindergarten through second grade students leaving below grade level.			
Funding Sources: Not Funded - 0.00					
<p>Critical Success Factors CSF 1</p> <p>3) RtI tiered instruction will be used to instruct students on an appropriate level and provide them with tailored instruction.</p> <p>SCE/Title funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p>	Principal	Decrease the number of students leaving below grade level			
Funding Sources: Title 1 Part A - 12000.00					
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase the percentage of 3rd-5th grade students scoring meets or above grade level on the reading STAAR test from 57% in May of 2018 to 65% on May 2019.

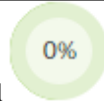
Evaluation Data Source(s) 2: Spring 2018 STAAR reading results for 3rd-5th grade students, and STAAR reading retest results for 5th grade students.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 1) Implement Balanced Literacy in third, fourth, and fifth grade classrooms.	Principal Assistant Principal Reading Instructional Coach	Increases in students reading levels and reading comprehension			
	Funding Sources: Not Funded - 0.00				
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 2) RtI tiered instruction will be used to instruct students on an appropriate level and provide them with tailored instruction.	Classroom Teachers Reading Instructional Coach	Increase in student scores to show all students are showing academic growth.			
	Funding Sources: Not Funded - 0.00				
Critical Success Factors CSF 1 3) *(Elementary and Secondary) Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.	Principal Campus Testing Coordinator Reading Instructional Coach	Fewer students in third through fifth grade performing below the meets level on the STAAR. 3 M: 75 R: 76 4 M: 74 R: 75 5 M: 69 R: 74			
	Funding Sources: Title 1 Part A - 3422.00				
Critical Success Factors CSF 1 4) Increase technology supplies and materials by purchasing Ipevo pens and document cameras to make classrooms more interactive for students.	Principal	All classrooms will have interactive white boards			
	Problem Statements: Student Academic Achievement 3 Funding Sources: Title 1 Part A - 1405.00				



= Accomplished



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement




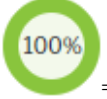


Problem Statement 3: Increase the percentage of white students from 81% approaches to 85%, 50% meets to 60%, and 20 % masters to 30%. on STAAR 2019 (Domain III) **Root Cause 3:** 487 total test were taken by students identified as white. Shift the focus from approaches to moving more students to meets and masters. Such a large population is often overlooked.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: Increase the percentage of 3rd-5th grade students scoring meets or above grade level on the math STAAR test from 49% in May of 2018 to 65% on May 2019.

Evaluation Data Source(s) 3: Spring 2018 STAAR math results for 3rd-5th grade students, and STAAR math retest results for 5th grade students.
TEA Analytic Portal

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement Guided Math in third, fourth, and fifth grade classrooms.</p>	Principal Assistant Principal	Increase students understanding of numeracy and problem solving			
<p>Critical Success Factors CSF 1</p> <p>2) RtI tiered instruction will be used to instruct students on an appropriate level and provide them with tailored instruction.</p>	Principal Assistant Principal Math Instructional Coach	Increase in student scores to show all students are showing academic growth.			
<p>Critical Success Factors CSF 1</p> <p>3) *(Elementary and Secondary) Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p>	Principal Campus Testing Coordinator Math Instructional Coach	Fewer students in third through fifth grade performing below the meets level on the STAAR. 3 M: 75 R: 76 4 M: 74 R: 75 5 M: 69 R: 74			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: (Domain III) Increase the percentage of white students performing in grades 3rd - 5th that perform at the approaches grade level from 81% to 85%, at the meets grade level from 50% to 60%, and the masters grade level from 20% to 30% by May of 2019.

Evaluation Data Source(s) 4: Spring 2019 STAAR results for 3rd-5th grade students, and STAAR reading retest results for 5th grade students.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Data analysis targeting students on campus, district, and state assessments</p>	<p>Principal Assistant Principal Grade level teachers</p>	<p>Increase in students academic achievement</p>			
 = Accomplished  = No Progress  = Discontinue					


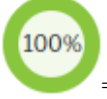


Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: (Domain III) Increase the percentage of students considered 2 or more races in grades 3rd - 5th that perform at the approaches grade level from 82% to 85%, at the meets grade level from 49% to 52%, and the masters grade level from 20% to 25% by May of 2019.

Evaluation Data Source(s) 5: TEA Analytic Portal

Spring 2019 STAAR results for 3rd-5th grade students, and STAAR reading retest results for 5th grade students.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 1) Data analysis targeting students on campus, district, and state assessments	Principal Assistant Principal Teachers	Increase in student achievement			
Problem Statements: Student Academic Achievement 2					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 5 Problem Statements:

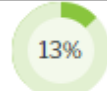
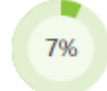
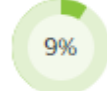



Student Academic Achievement
Problem Statement 2: Increase the percentage of students who fall into the 2 or more races sub population from 49% approaches to 52%, 48% meets to 52%, and 20% masters to 25% by STAAR 2019. (Domain III) Root Cause 2: Students in the 2 or more races sub population did not meet the target.

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase student awareness of post-secondary opportunities by increasing college and career awareness activities from 0 to 2 by the end of the 2019 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

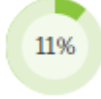


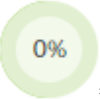

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) *(All campuses receiving Title I funds) Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The 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 submitted to the State and Federal Programs Office monthly	Principal Homeless Liaison				
Funding Sources: Not Funded - 0.00					
2) Make students aware of post-secondary opportunities through: wearing college shirts on Wednesdays, staff displaying college degrees and teaching certificates in classrooms, and bulletins boards displaying post-secondary opportunities.	All staff	Increased awareness of post-secondary opportunities.			
Critical Success Factors CSF 1 CSF 5 CSF 6	All staff	All students will have a broader range of interests and experiences to draw from for later opportunities.			
3) Provide exposure to new skills and potential areas of interest through weekly club meetings, both within the school day and after school. Students will experience multiple clubs throughout the year.					
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Connect high school to career and college.

Performance Objective 2: Increase the number of students performing at the advanced level from 54% to 65% in their composite score on TELPAS May of 2019.

Evaluation Data Source(s) 2: TELPAS results by student and campus.

Summative Evaluation 2:




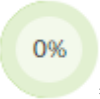

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) *(All campuses receiving Title I funds) Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.	Principal LPAC Administrator ESL Teacher				
2) *(All campuses receiving Title III, Part A funds) The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.	Principal LPAC Administrator ESL Teacher				
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Connect high school to career and college.

Performance Objective 3: Increase the number of students performing at the advanced level from 33% to 45% in their composite score on TELPAS May of 2019.

Evaluation Data Source(s) 3: TELPAS reports by student and campus.

Summative Evaluation 3:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) *(All campuses receiving Title I funds) 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.	Principal LPAC Administrator ESL Teacher				
2) *(All campuses receiving Title III, Part A funds) The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.	Principal LPAC Administrator ESL Teacher				
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Improve low performing schools.

Performance Objective 1: Increase school provided family engagement nights from 2 during the 2017-2018 school year to 3 times a year by May of 2019.

Evaluation Data Source(s) 1: Family engagement activities, calendar, agendas, and audience.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 5</p> <p>1) *(All) The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p>	Principal				
<p>Funding Sources: Title 1 Part A - 1097.00</p>					
<p>  = Accomplished  = No Progress  = Discontinue </p>					

Goal 4: Improve low performing schools.

Performance Objective 2: Increase overall campus attendance rate from 97.6% during the 2016-2017 school year to 98% by May 2018.

Evaluation Data Source(s) 2: Attendance Reports

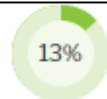

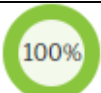
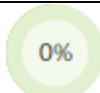

Parent Conferences

Home Visits

Phone calls to parents

Truancy involvement

Summative Evaluation 2:

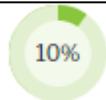

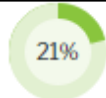
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 4</p> <p>1) *(All) The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students 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.</p>	Attendance Clerk Principal				
Funding Sources: Not Funded - 0.00					
<p>2) **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</p>	Principal PE Teacher				
Funding Sources: Not Funded - 0.00					
 = Accomplished  = No Progress  = Discontinue					







Goal 4: Improve low performing schools.

Performance Objective 3: Reduce the number of yearly discipline referrals from 90 occurring during the 2017-2018 school year to to 85 during the 2018-2019 school year. This is to exclude BAC and BASE student's data.

Evaluation Data Source(s) 3: Monthly and yearly campus discipline reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 4</p> <p>1) *(Elementary & Secondary) Students will be evaluated and provided services as needed in special programs to include: Violence Prevention and Intervention, and Pregnancy Related Services.</p>	Principal Counselor				
Funding Sources: Not Funded - 0.00					
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) *(All) 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.</p>	Principal Counselor				
Funding Sources: Not Funded - 0.00					
<p>Critical Success Factors CSF 1</p> <p>3) *(Elementary & Secondary) 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.</p>	Principal Counselor				
Funding Sources: Not Funded - 0.00					

<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) * Professional Development: School wide implementation of Conscious Discipline. Teachers are required to create a safe place in their classroom, greet students at their door each morning, and have classroom commitments.</p>	Principal	<p>Expected results: Lessen the number of discipline issues after implementing a relationship based discipline system. Transitioning from a punitive/punishment based system will foster positive school/home relationships.</p>			
	Assistant Principal				
<p>Funding Sources: Title 1 Part A - 60.00</p>					
<p>  = Accomplished  = No Progress  = Discontinue </p>					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	7	*(All Campuses receiving Title II, Part A funds) 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.
2	1	1	100% of teaching staff will receive training on Seidlitz, HRS, and Balanced Literacy, and Guided Math by May 2019.
2	2	1	Implement Balanced Literacy in third, fourth, and fifth grade classrooms.
2	2	2	RtI tiered instruction will be used to instruct students on an appropriate level and provide them with tailored instruction.
2	3	1	Implement Guided Math in third, fourth, and fifth grade classrooms.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	5	Utilize instructional coaches to collaborate with 100% of homeroom classroom teachers at least 4 times per school year.
1	1	6	*(Early Childhood, Elementary, and Junior High) Professional development will be provided for all staff monthly through staff meetings, the Google Classroom, and PLCs. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, Balanced Literacy, Guided Math, HRS/ASOT, and the support of English Learners.
1	1	8	Increase weekly grade level PLC (Professional Learning Communities) meetings/instructional planning from 28 times per year in 2017-2018 to 34 times per year by May 2019.
1	1	9	Increase vertical alignment teams and instructional planning times from 7 times per year in 2017-2018 to 8 times by May 2019.
2	1	1	100% of teaching staff will receive training on Seidlitz, HRS, and Balanced Literacy, and Guided Math by May 2019.
2	2	1	Implement Balanced Literacy in third, fourth, and fifth grade classrooms.
2	2	2	RtI tiered instruction will be used to instruct students on an appropriate level and provide them with tailored instruction.

State Compensatory

Budget for Fowler Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Stipends	6117 Career Ladder - Locally Defined	\$210.00
Tutors	6118 Extra Duty Stipend - Locally Defined	\$200.00
Teacher Salaries	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,800.00
Aide Salaries	6129 Salaries or Wages for Support Personnel	\$31,590.00
Benefits	6142 Group Health and Life Insurance	\$22,300.00
6100 Subtotal:		\$119,100.00

Personnel for Fowler Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bruno, Rachel	Instructional Coach	School Wide	.60
Carpenter, Courtney	Aide	School Wide	.90
Horton, Debra	Aide	School Wide	.90
Kistler, Danielle	PK Teacher	School Wide	.50
Miller, Cynthia	Instructional Coach	School Wide	.60
Raygoza, Carmen	PK Aide	School Wide	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Plan is made available for stakeholders on the Fowler Elementary school website in PDF format.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be reviewed and modified in a SBDM Team Meeting. The policy will be distributed in English and Spanish at Parent/Teacher conferences in October and will be published in English and Spanish on our campus website.

3.2: Offer flexible number of parent involvement meetings

Fowler will be offering at least 3 parent and family engagement nights that will offer additional times for the content to be covered for parents who are unable to attend.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bruno, Rachel	Instructional Coach	Other	.40
Miller, Cynthia	Instructional Coach	Other	.40

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Alexandra Martin	Principal
Administrator	Amy Simmons	Assistant Principal
Classroom Teacher	Michelle McBride	Kindergarten Teacher
Classroom Teacher	Kathy Neeb	Second Grade Teacher
Classroom Teacher	MacKenzie Pierce	Third Grade Teacher
Classroom Teacher	Allison Kafer	Fourth Grade Teacher
Classroom Teacher	Laneta Lively	Fifth Grade Teacher
Classroom Teacher	Amanda Morris	SPED Teacher
Classroom Teacher	Cindy Miller	Math Instructional Coach
Classroom Teacher	Whitney Bruno	Reading Instructional Coach
District-level Professional	Julie Henderson	Health & Wellness Curriculum Specialist
Parent	Margie Reis	Parent
Parent	Kari Davis	Parent
Classroom Teacher	Mindy Duncan	Classroom Teacher

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Coaches (and benefits)		\$74,823.00
2	1	3	Tutorials	21111639900111930000	\$12,000.00
2	2	3	Instructional classroom supplies/materials		\$3,422.00
2	2	4		2111163990011193000	\$1,405.00
4	1	1	Food	21161649900111830215	\$150.00
4	1	1	Parent Involvement Supplies	21161649900111830215	\$947.00
4	3	4	Safe Place Supplies		\$60.00
Sub-Total					\$92,807.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
3	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00

4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$92,807.00

Addendums

Campus: Fowler

Principal: Alex Martin

\$66,868 2018-2019 Title 1 Budget Allocation
\$15,422 Discretionary Funds

CATEGORY								Developmental Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	111	9	30	000		Title I Substitutes
211	11	6117	00	111	9	30	000	\$140	Salary Stipends
211	11	6118	67	111	9	30	000	\$12,000	Tutors
211	13	6118	00	111	9	30	000		Teacher Staff Development Extra Duty Stipend
211	11	6119	00	111	9	30	000	\$43,200	Teacher Salaries
211	11	6129	00	111	9	30	000	\$0	Aide Salaries
211	11	6142	00	111	9	30	000	\$8,106	Benefits
Contracted Services:									
211	13	6239	00	111	9	30	000		Region 9 esc services
211	11	6248	00	111	9	30	000		On-line services/Maint agreements
211	34	6294	67	111	9	30	000	\$0	Student busing for tutorials
211	11	6297	00	111	9	30	000		Printing
211	13	6299	00	111	9	30	000		Contracted Services (including conference registration)
Supplies/Computers/Equipment:									
211	11	6329	00	111	9	30	000		Instructional Reading materials/books
211	11	6339	00	111	9	30	000		STAAR Test Booklets/Study Materials
211	11	6395	00	111	9	30	000		Technology
211	11	6397	00	111	9	30	000		Software/Licenses
211	11	6399	00	111	9	30	000	\$3,422	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	111	9	30	000		Teacher Staff Development Travel

TOTALS **\$66,868**
 Remaining Funds to Allocate: **\$0**

Parent & Family Engagement (PFE):								\$856	
211	61	6299	00	111	9	30	215		PFE Contracted Services
211	61	6399	00	111	9	30	215	\$706	PFE Supplies
211	61	6499	00	111	9	30	215	\$150	PFE Snacks

TOTALS **\$856**
 Remaining Funds to Allocate: **\$0**

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature: Alexandra Martin

Date: 6-20-18