

Burkburnett Independent School District

John G. Tower Elementary

2019-2020



Mission Statement

Tower Elementary, an environment of exploration where students

... discover the value of learning

... increase their passion

... maximize their potential

Vision

Transforming learning to inspire ALL students in an ever changing world.

Value Statement

John Tower Elementary School creates a partnership for learning that empowers students to think, lead, and succeed.

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Comprehensive Needs Assessment

Revised/Approved: September 11, 2019

Needs Assessment Overview

John Tower Elementary School has experienced success in many areas. However, areas in which we would like to see improvement are:

Parent and Community Communication/Involvement and Student Success and Achievement.

While we do have a strong PTO and willing community base, we have not made helping parents and our community to partner with the school a priority in our students' education. The CIP will highlight various programs and their planning to improve not only parent involvement, but the school's efforts to increase parent knowledge and utilization towards the goal of greater student achievement.

Student success should always be a school's first priority, and while we feel it is a top priority, we want to get better. The CIP will lay out improvements that the campus will make in areas of planning with standards in mind, collaborating to develop high quality lessons, using our complete, viable curriculum to its fullest advantage, disaggregating data in a useful manner, and how we will adjust instruction as a result.

Demographics

Demographics Summary

Tower Elementary was comprised of approximately 450 students for the 2018-2019 school year. We service students in grade levels PK3- 5th grade. We are located inside the city limits of Wichita Falls, Texas, but are part of the Burkburnett Independent School District. We are primarily a neighborhood school, but our proximity to Sheppard Air Force Base enables us to serve a large percentage of our students in connection to the military. We do accept in-district and out-of-district transfers if they meet criteria set for all applicants. Due to our high percentage, currently 52%, of military-dependent students, our mobility rate ranges from 20% - 25% annually. According to our 2018-2019 txschools.org report, our breakdown of student ethnicity is:

1.6% Asian
12.7% African American
.4% Native American
52.2% White
21.3% Hispanic/Latino
11.6% Multi-Racial

The breakdown of special populations is:

Special programs:
ESL 3.8 %
Gifted and talented 3.3%
Special education 15.3%

In the 2015-2016 school year we achieved a 96.1% attendance rate.

In the 2016-2017 school year we achieved a 95.05% attendance rate

In the 2017-2018 school year we achieved a 96.33% attendance rate.

In the 2018-2019 school year we achieved a 96.18% attendance rate.

Tower Elementary hosts a significant population of military connected students. There is a direct correlation between the population of the military base and the population of the school.

22% of our student population is identified by the 13 state categories as at-risk.

Based off of our 2017-2018 TAPR reports, the campus staff is made up of 64.6% certified teachers and 23.8% paraprofessionals. Minorities make up 14.4% of the total staff, and 14.8% of the certified teaching staff. Teaching experience is found in the following percentages:

1st year teacher . 2.5%

1-5 years . 41.6%

6-10 years . 17.3%

11-20 years . 28.8%

20+ years . 9.9%

Demographics Strengths

We are fortunate to have such a diverse, well traveled student population who bring with them a wealth of knowledge of other schools, districts, communities, and countries. We strive daily to have procedures which are most conducive to new students and families to our school.

Our diversity in staff years of service allows for our veterans to help mentor and work with our younger teachers.

Student Academic Achievement

Student Academic Achievement Summary

Additional time and support is standard for students who demonstrate lack of proficiency on our Universal Screenings and Common Assessments throughout the school year. When educational performance demonstrates a need for additional academic support, struggling students are placed into non-invitational RtI groups targeting math, reading, and science (5th grade) skills as identified by student performance for each common formative and summative assessment. Our RTI block is 55 mins, 4 days a week. The most recent student assessment data is looked at and students are either placed in small groups with a teacher to remediate specific deficits in skill development, or are assigned to an enrichment classroom. These students are also monitored for improvement on a weekly basis. All supplemental targeted intervention occurs outside of the core instructional blocks.

John Tower Elementary had the following Student Achievement scores, according to Texasschools.org for 2018-2019:

Overall Score- 74

Student Achievement Score- 75

School Progress Score- 70

Closing the Gaps- 72

STAAR Performance:

Approaches Grade Level (All Subjects)- 76%

Meets Grade Level (All Subjects)- 45%

Masters Grade Level (All Subjects)- 21%

Students Who Grew a Year Academically- 69%

In comparison to an average of the 3 closest (in proximity) elementary schools in a neighboring district, Tower compared:

Overall Score- 74 . (Neighboring Schools Avg- 71)

Student Achievement Score- 75 . (Neighboring Schools Avg- 63)

School Progress Score- 70 . (Neighboring Schools Avg- 72)

Closing the Gaps- 72 . (Neighboring Schools Avg- 69)

Approaches Grade Level (All Subjects)- Tower- 76% . (Neighboring Schools Avg- 64%)

Meets Grade Level (All Subjects)- 45% . (Neighboring Schools Avg- 32%)

Masters Grade Level (All Subjects)- 21% . (Neighboring Schools Avg- 13%)

Students Who Grew a Year Academically (All Subjects)- 69% . (Neighboring Schools Avg- 70%)

Tower's scores in the following areas were:

Grade Level Performance Goals: 64%

Academic Growth Rate: 50%

Student Achievement Goals: 56%

(These areas will be broken down further in the Campus Improvement Plan.)

Student Academic Achievement Strengths

At Tower Elementary, we strive daily to actively engage students in their learning by having:

- High expectations for student achievement and student behavior
- Well trained and versed teachers, especially in the the TEKS Resource System and Digital engagement strategies used with our 1:1 iPad digital learning initiative.
- Good communication between parents and teachers
- Technology infused into every lesson, every day
- The most effective, safe, positive, productive learning environments for all students
- A Parent/Teacher/Student compact which helps clearly show an educational partnership between home and school.

School Processes & Programs

School Processes & Programs Summary

John Tower Elementary school has several exceptional programs, including Robotics, several Music groups, ALPS, and Student Council. We participate in the Burkburnett High School PALS program that enables some of our struggling students to receive mentoring from HS students. Tower also performs many top quality student led programs throughout the school year that include a Veteran's Day program, Christmas holiday program, 5th grade living museum, student led and created musicals, Drum Wars, and our Honor Choir performing at various off-campus events.

All Tower classroom teachers will conduct 2-3 class projects (PBL) that will produce public products for the benefit of our local community.

Perceptions

Perceptions Summary

John Tower Elementary believes:

Schools should teach...

Social skills

Problem solving

Conflict resolution

Academics

A good school is one that...

Has positive culture

Is safe

Works together

Is continually improving

Has a strong sense of community

Supportive

A successful student is able to...

Solve problems

Collaborate

communicate effectively

Self motivate

Take risks

Handle failure/ adversity

Master grade level content

An effective classroom is one in which...

Students are engaged

Students facilitate learning

Learning is evident

Effective classroom management

Handles discipline

A quality instructional program includes...

Knowing your kids

All students having opportunity to learn

Well rounded education (core, fine arts, etc)

No one falls through cracks

An effective school staff member is one who...

Does their job

Is professional

Motivated team player

collaborates/ works well with others

Is prepared

KNOWS WHY THEY ARE HERE

Priority Problem Statements

Problem Statement 1: Students are not performing at a high enough level in early grade levels. This causes greater gaps in learning as students progress through older grades.

Root Cause 1: The level of expectations and rigor for early childhood learners needs to be addressed and adjusted to minimize learning gaps as students progress through lower grade levels.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The inclusion of community and parent involvement, to include parent education in ways to assist student learning, has not been a top campus priority and has limited the help received by teachers from parents in regards to student preparation and soft skill development.

Root Cause 2: The school has not conducted enough family engagement nights to help all parents gain knowledge and understanding of how they can give greatest assistance to early childhood students in preparation for their academic success.

Problem Statement 2 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 19, 2019

Goal 1: Increase the level of teacher efficacy through support of current systems and curriculum through campus level professional development, coaching, and assistance utilized through specialists both on and off campus.

Performance Objective 1: Conduct monthly/ bi-weekly campus PD meant to develop teachers' skills in areas of planning, developing, executing, and reviewing success of lessons in core areas.

Evaluation Data Source(s) 1: Observations, walk- throughs, CTM discussions, CTM artifacts, goal conferencing, student progress, teacher self-reflection

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Schedule and conduct multiple after school Professional Development opportunities to address areas of need that teachers are experiencing based off of teacher feedback and leadership team observations.</p>	2.4, 2.5	Admin team will monitor development, implementation, and effectiveness of trainings as well as teacher attendance	Greater teacher understanding and competency in areas of need specific to campus staff in areas of math, reading, and technology as they relate to classroom instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 1: Increase the level of teacher efficacy through support of current systems and curriculum through campus level professional development, coaching, and assistance utilized through specialists both on and off campus.

Performance Objective 2: Each classroom teacher will schedule a coaching pre-conference, lesson observation, and post-conference with at least one academic coach. This will be a continual process throughout the year.

Evaluation Data Source(s) 2: Data on meetings between coaches and teachers and teacher self-reflection pieces.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Trained academic coaches will work closely with each classroom teacher to develop and/or increase skills in the classroom to provide quality and effective instruction in all areas.</p>	2.4, 2.5, 2.6	Coaches will conduct pre-conference, observations, and post-conferences with classrooms teachers. Each teacher will receive at least one coaching session and establish a minimum of one coaching goal.	Teacher effectiveness will increase will additional resource of having an academic coach.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: Increase level of parent and community involvement as it pertains to student learning by creating an environment that encourages and educates parents and community members on how they can affect early childhood academic development.

Performance Objective 1: Develop, plan, and coordinate a Community Based Accountability Plan utilizing members from the campus and district levels, parents, and community members.

Evaluation Data Source(s) 1: Meeting agendas, sign-in sheets, and evidence/ artifacts to show how plan is progressing and implemented.

Summative Evaluation 1: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Will work with parent, community, district, and campus personnel to develop a plan to evaluate student learning by looking at the whole student experience of learning as opposed to one state mandated assessment.</p>	2.5, 2.6, 3.1, 3.2	Regularly scheduled and attended meetings with an increase in community involvement and progress towards a CBAS plan.	Increase in parent and community involvement that will increase supports and resources because the school is developing student learning plans based on what is important to the community.	0%			

Goal 2: Increase level of parent and community involvement as it pertains to student learning by creating an environment that encourages and educates parents and community members on how they can affect early childhood academic development.

Performance Objective 2: Development and implementation of a program to educate and encourage parents and community members to encourage and promote reading for students in early childhood years.

Evaluation Data Source(s) 2: Conduct and track attendance of parents and students to events for promoting literacy and educating early childhood students.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>1) Develop and roll-out a program to encourage and develop reading foundations in younger children (2-5 yrs old) to prepare them for early elementary grade levels.</p>	2.4, 2.5, 2.6, 3.2	Development of program to educate and encourage parents and community members with regular events scheduled and performed	Increase in early childhood development of reading foundational skills				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: Increase level of parent and community involvement as it pertains to student learning by creating an environment that encourages and educates parents and community members on how they can affect early childhood academic development.

Performance Objective 3: Increase use of call-outs, social media (Facebook, Twitter, Instagram), and parent contact to promote campus and district level events.

Evaluation Data Source(s) 3: Monitor and log number of contacts made.

Summative Evaluation 3: No progress made toward meeting Performance Objective

Goal 2: Increase level of parent and community involvement as it pertains to student learning by creating an environment that encourages and educates parents and community members on how they can affect early childhood academic development.

Performance Objective 4: Increase the number of and participation in family events at campus and district level.

Evaluation Data Source(s) 4: Sign-in sheets, agendas, participation numbers.

Summative Evaluation 4: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Increase parent attendance for extra-curricular activities and events that showcase student learning.	2.4, 3.2		Increase in parent attendance at events and showcases	0%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: Provide students with balanced curriculum and instruction that will increase performance standards for all students in all areas of learning.

Performance Objective 1: Develop and implement curriculum program that benefit all students in areas of low performance as evidenced by state and local assessment data.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Nov	Jan	Mar	June
Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Analyze common and formative assessment data to determine areas of weakness and need.		Teachers, Admin, Specialists	MAP data, CTM data breakdown and discussion, and DMAC reports				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum 2) Provide Title Reading/Math supports for students identified through SST/RTI process, targeting at-risk students..		Progress reports, report cards, data discussion in CTM	Identify students identified as at-risk and behind current grade level for interventions				
= Accomplished = Continue/Modify = No Progress = Discontinue							

State Compensatory

Budget for John G. Tower Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 e 11 6119 00 103 0 30 P00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,034.00
199 e 11 6129 00 103 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$105,041.14
211 e 11 6119 00 103 9 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$41,896.00
211 e 11 6129 00 103 9 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$14,570.25
6100 Subtotal:		\$210,541.39
6300 Supplies and Services		
199 e 11 6399 09 103 0 30 000	6329 Reading Materials	\$450.00
6300 Subtotal:		\$450.00

Personnel for John G. Tower Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Roberts	Reading Intervention Specialist		1
Fannie Sibayan	PreK paraprofessional		.75
Katherine Scaling	RTI Paraprofessional		1
Madison Moore	RTI Paraprofessional		1
Molly Lott	Math Intervention Specialist		1
Nakoacha Williams	RTI Paraprofessional		1
Ruthie Daniels	Reading Intervention Paraprofessional		

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

DEMOGRAPHICS

Tower Elementary was comprised of approximately 450 students for the 2018-2019 school year. We service students in grade levels PK3- 5th grade. We are located inside the city limits of Wichita Falls, Texas, but are part of the Burkburnett Independent School District. We are primarily a neighborhood school, but our proximity to Sheppard Air Force Base enables us to serve a large percentage of our students in connection to the military. We do accept in-district and out-of-district transfers if they meet criteria set for all applicants. Due to our high percentage, currently 52%, of military-dependent students, our mobility rate ranges from 20% - 25% annually. According to our 2018-2019 txschools.org report, our breakdown of student ethnicity is:

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Student Achievement Goals: 56%

(These areas will be broken down further in the Campus Improvement Plan.)

CULTURE AND CLIMATE

Tower Elementary's School Culture and Climate plan is designed to create a safe and secure environment which is conducive to learning for each student. This is done through the use of the Lobby Guard check in system, the use of cameras to monitor safety of the students, secure entry to the building and no child left unattended throughout the day. Tower also uses a Positive Behavior Support system called PAWS to reinforce positive behaviors and motivate students to comply with campus expectations. Tower also strives to educate students on anti-bullying, drug awareness, personal goal setting, community pride, patriotism and a host of other activities to develop well rounded, students of high moral character.

School Culture and Climate Strengths:

- Proficiency scales in place to self monitor appropriate behavior and work habits
- Red ribbon week implemented to help with drug awareness
- School-wide positive behavior supports system, PAWS
- Lobby guard check-in system, security cameras, and secure entrance

Discipline Data- The discipline data for the 2017-2018 year shows a total of 79 student days that were served in In-School-Suspension. Taking the average of 440 students per day times 170 days of school, our total number of ISS days made up .001% of student days served. Eighty- Three percent (83%, 65.5 days) of our total ISS days served, were served by 11 students. Out of those 11 students, four did not return for the 2018-2019 school year. The 4 students that did not return comprised 35% (27.5 days) of the 83%. John Tower Elementary did have one student assigned to DAEP for persistent misconduct. The student was assigned 20 days of DAEP, but was invited back to our campus after 10 successful days served.

Tower Elementary implements a tiered system of discipline with an influence in restorative practices by working to build and improve student/teacher/parent relationships and increase the students' sense of belonging and school involvement. Disciplinary decisions start with effective classroom management by each staff member. If student behaviors continue to be an issue, the teacher will utilize help resources such as parent input, Collaborative Team input, the campus counselor, and campus administration.

Students are removed from the classroom only after all other options have been exhausted and in the best interest of student learning and the overall classroom/ campus environment.

STAFF QUALITY, RECRUITMENT, AND RETENTION

BISD and John Tower Elementary conduct recruitment activities to ensure highly qualified personnel are hired in all of our staff positions. Our activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage. All new teachers will participate in a "New Teacher" coaching process with follow-up meetings with the principal or assistant principal monthly, as well as a multitude of /visits with Region 9, and New Teacher Mentor for the first two years.

All positions that require a certified staff member are filled with such, or with a highly qualified staff member with a local certification based on the district's status as a District of Innovation. Paraprofessionals meet the qualification of highly qualified either through TOPPS certification, minimum college hours, or as a certified teacher's aide.

For the 2019-2020 school year, Tower replaced 17.3% of its certified teaching staff, and 13.6% of its overall staff.

All new certified teachers are assigned a mentor (for those teachers in their first or second year of teaching) or a buddy teacher (for experienced teachers new to the campus). New teachers requiring mentors are asked to meet with campus leadership and their mentors at least once a month to discuss any issues they wish. The meetings will also include some reflection exercises to help spark conversation to further effectiveness of the program.

Tower seeks to build capacity in its staff by including as many as possible on a site-based team. These teams/ committees include Campus Improvement Committee, Safety and Security, Design Team, Visioning Panel, Hospitality Committee and each classroom and support teacher is a member of one or more Collaborative Team that meets weekly. The 2019-2020 school year will see the addition of a Community Based Accountability Systems committee that will include various parents and community members.

Professional Development needs continue to revolve around Project Based Learning, effective classroom management, and increasing the effectiveness of our tier 1 teaching, and tier 2 & 3 interventions (RTI). The district offers several opportunities for staff members to attend PBL trainings, and the campus offers PBL, classroom management, and RtI improvement in all of its campus level PD. All staff members are also afforded the Region 9 ESC as a resource to continue PD.

We are currently working to utilize the practices of our most effective teachers by encouraging (and in some cases requiring) teachers to visit other classrooms. Each visit is given an area of focus and an opportunity to reflect and share areas for improvement.

PARENT AND COMMUNITY ENGAGEMENT

Tower strives to plan, implement, and monitor strategies which focused on increasing parent involvement in the academic learning of their children. This was done through a number of parental curriculum events, such as Family Learning Nights, Fall Carnival, and our book fair. These were implemented to assist parents in knowing how to effectively support their child's learning. Strategies are also communicated by letters home, dojo announcements, twitter, and weekly homework sheets. The TAPR report and the school's rating were also presented at the district's annual formal public hearing. Parents are also invited to serve on selected site-based committees and have an open invitation with the campus Principal to share concerns or questions at any time.

Strengths:

- *progress reports sent home at mid point of grading period
- *strong PTO
- *strong parent teacher communication
- *school messenger parent notification system
- *Skyward for grade information
- *grade level parent copy helpers
- *volunteers for classroom and grade level special activities
- *student led conferences
- *guided reading letters

Needs:

- *increase parental involvement in students academic goals
- *unique issues of military children's-awareness/referral to base resources

SCHOOL CONTEXT AND ORGANIZATION

District and Campus goals go hand-in-hand as the following:

As a learning community, we will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication

Create an environment to retain staff at all levels.

Transform learning spaces to optimize student learning in a safe and secure environment.

The district/campus will create parent/community partnerships to promote opportunity, innovation and growth for all learners

Our main focus is to improve student academic performance and learning that develops the whole student. Our campus vision and creation characteristics of an ideal student learner drive all of our decisions towards our stated goals. Our expectations for all assessments are that they include rigor and real-world experience that makes the learning authentic for the student. After every formative and summative assessment, our teachers will utilize common time set aside in the master schedule to discuss student progress. Adjustments to instruction and the RTI process are results of these discussions.

All grade level teachers share a common planning time each day along with a 55 minute Collaborative Team meeting time once a week.

Tower Elementary works to provide capacity building in all of our staff members by utilizing as many individuals as possible in various leadership roles. These roles may include but are not limited to leading a team meeting, committee meeting, and planning an activity or event.

TECHNOLOGY

Tower Elementary made great strides in the world of technology and education. The administrative staff and teachers of Tower believe that technology must be an ever-increasing and integral part of the educational process. The campus is supplied with two carts of Chromebooks for teachers to check out for student use. Every student in grades PreK3-5th grade has an individual apple iPad device. PreK3-2nd grade has iPad minis and 3rd - 5th grades have iPad Airs. Each grade level has a minimum of one digital camera, flip video camera, and laser printer for easier integration of technology into daily lessons and parental/community communication. Each teacher on the campus has a projector and an interactive white board which further enhanced the education of every child.

The district's instructional technology department has also shared district level technology expectations that include:

an Innovation Specialist at each campus (Tower currently does not have this position filled, but we do have access to two Instructional coaches besides our regular Instructional Specialists)

One-to-one iPads in all grade levels\

Instructional Technology integration expectations that are explained in a handout given to all teachers and broken down by grade levels. This plan includes planning, instruction, and product requirements.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus improvement plan is developed and reviewed by the Campus Improvement Team.

2.2: Regular monitoring and revision

Campus improvement plan is developed and reviewed by the Campus Improvement Team.

2.3: Available to parents and community in an understandable format and language

Campus Improvement Plan is posted on the campus website and is available in print by request.

2.4: Opportunities for all children to meet State standards

RTI and accelerated instruction is built into the campus master schedule for 55 minutes daily.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Family Engagement Plan is available online and in print by request.

3.2: Offer flexible number of parent involvement meetings

We have hosted multiple events to discuss Parent Involvement at various times of the day.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fannie Sibayan	Paraprofessional	Title I Intervention	1.0
Molly Lott	Teacher	Title I Math	1.0

Campus Improvement Committee

Committee Role	Name	Position
Campus Principal	Jason Nolan	Campus Principal
Classroom Teacher	Molly Lott	teacher
Paraprofessional	Ruthie Daniels	paraprofessional
Classroom Teacher	Kristi Potts	teacher
Classroom Teacher	Bre Miller	teacher
Classroom Teacher	Karla Chappell	teacher
Classroom Teacher	Stacy Johnson	teacher
Community Representative	Stephanie Wood	community member
Community Representative	Mike Wenk	SAFB school liason
Classroom Teacher	Sherry Patterson	Classroom Teacher
Parent	Kristin Crumb	parent
Parent	Maria Newell	parent
Classroom Teacher	Jennifer Hawkins	teacher
Classroom Teacher	Alexis Cray	teacher
District-level Professional	Linda Borchardt	District Coach