

Killeen Independent School District
Dr. Joseph A. Fowler Elementary School
2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

Academic Family Events – Meet the Teacher, Parent/Teacher Conferences in both Fall and Spring, Open House, Fall Festival, Grade Level Parent Nights, STAAR information Sessions, Emergent Bilingual Parent Sessions, Academic Awards for 1st and 2nd semester, Kindergarten Graduation, and 5th Grade Celebration.

Assessment & Monitoring – Universal screeners and benchmark assessments were used to determine student growth over the year. During PLCs, data from these assessments were used to determine a teacher’s next step in instruction to maximize student learning and mastery of the content.

Clubs and Organizations – Creative Writing Club, Choir, Chess, Art, Reading, Young Men of Pride, Science Olympiad, Military Student Ambassadors, Battle of the Books, and Student Council.

Counseling Program – The school counselors provide guidance lessons to classrooms based on specific character traits or what is determined a need for that class. The counselors work one-on-one with specific students on their needs based on behaviors displayed or academic needs. The counselors organize for the campus: Red Ribbon Week, Career Day, Annual Food Drive, Month of the Military Child, Military Student Ambassadors, and Parent/Volunteer Orientation.

Field Based Learning – Each grade level will have one field based experienced planned.

Interventions – Students with learning gaps receive small group intervention from the instructional assistants, retired teachers, and campus interventionist in grades K-5th. Specific times for interventions are provided in the daily schedule. Additional times are afforded to students with before and afterschool tutoring, Saturday camps, and through spiraling of TEKS during instructional times to support mastery of skills and concepts.

Military Connections – Purple Star Campus since 2022, MFLAC small groups, Military Student Ambassadors, and Adopt-A-Unit volunteers

Parent/Community Engagement – Little Bulldogs Early Literacy Club, Career Day, Volunteer Orientation, Food Drive, Community Tree Decorating at CTC, Field Day

Professional Learning Communities (PLCs) – Weekly PLCs are utilized to strengthen instruction through collaboration with teachers regarding best teaching practices, discussion of student needs, and desegregation of current data.

Response to Intervention (RTI) –

- High-quality Tier I instruction is a top priority.
- When students require additional intervention, the RTI process is started to move Tier 2 or Tier 3 levels of support.
- Student monitoring is completed and noted through the SSP program.
- RTI meetings are held to discuss student’s progress to determine further needs or continue with current services.

School Safety – Student safety is our first priority.

- Safety drills are scheduled and held to promote safety: hold, fire, shelter, and lockdown.

- Classroom doors are locked and closed during the instructional day.
- Only adult staff members open classroom doors.
- Visitors must sign in to the office and receive a badge/sticker.
- Campus Security guard patrols the entirety of the campus and grounds.
- The Threat Assessment Team meets to review threats to school safety and security.
- Daily safety checks take place to maintain security of locked doors.

School Wide Incentives –

- The Campus Conduct Committee meets monthly to discuss concerns and review effective classroom management strategies.
- Counselors meet monthly with the principal to look at office referrals to search for patterns of behavior. Creates specific lessons for targeted behaviors for grade levels or individual students.
- During RTI meetings, counselors assisted the committee with creating an informal behavior plan for those who needed more assistance with their behavior.
- Positive role models were used to check in daily with students who needed more support with behavior or engagement in the classroom setting.
- Friday Night Lights were utilized for 5th grade students who did not have any referrals for the month.
- Positive Office Referrals were used for students who displayed outstanding character traits. A golden coin was provided to students to use at the book vending machine.
- Staff will be trained in Capturing Kids’ Hearts.

Additional Information:

Attendance –

- Mobility Rate – 26% (2022-2023)
- Attendance Rate – 93.6% (2023-2024)

Office Referrals –

- 668 (2022-2023)
- 567 (2023-2024)
- 15% Reduction from 2023 to 2024

Instructional Goals –

- Rigorous Tier I instruction derived from the TEKS.
- Ensure Benchmark Phonics is explicitly taught with fidelity in all K-3 classrooms.
- Utilize the ARACE strategy for constructed responses (2-5)
- Utilize a partial pillar within reading instruction to build a foundation of writing practices (PK-2).
- Use of Writables for both short and constructed responses practice, utilizing STAAR rubric and AI grading.
- Incorporate hands-on experiences in science.
- SPED, ESL, dyslexia and intervention teachers will maintain close two-way communication with general education teachers to ensure high-quality, aligned instruction for our special populations.
- Provide enrichment learning opportunities for GT and above-average students.

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

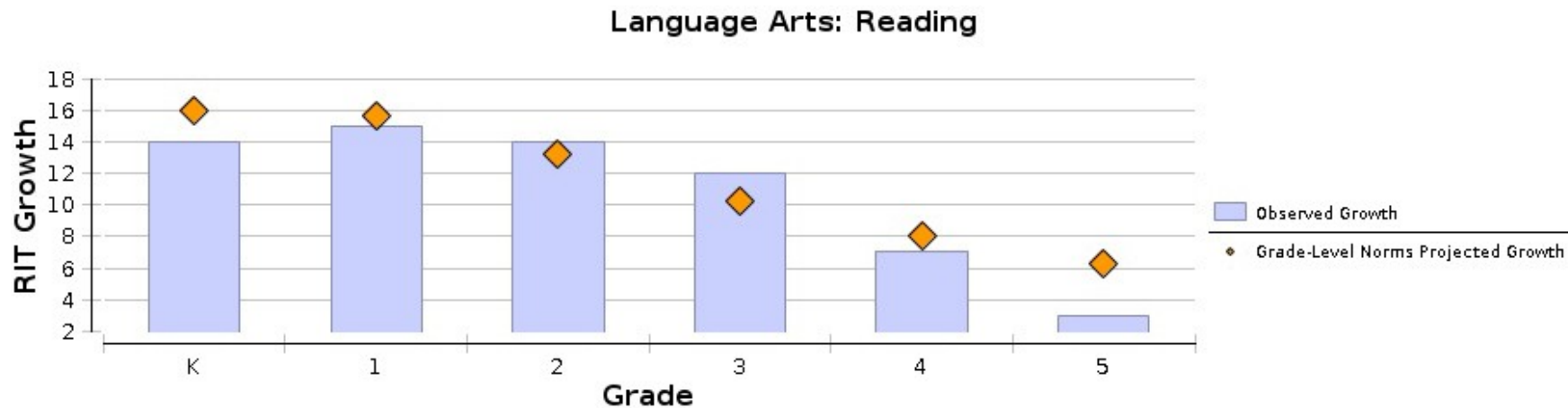
During the 2023-2024 school year, students engaged in reading and writing instruction through various texts, Benchmark Phonics grades K-3, Writables in 2-5th, Empowering Writers, and LLI during interventions. Teachers participated in Professional Development for each of these resources and monitoring was completed to check for fidelity of

instruction. Additional data tracking was used to show student growth such as: summative data, MAP data, ISIP, reading levels, sight words, letter recognition, and ARACE progress.

Pre-Kindergarten CIRCLE overall EOY results:

- Rapid letter naming – 79%
- Rapid vocabulary – 68%
- Phonological awareness – 78%
- Social-emotional behaviors – 62%
- Early writing skills – 79%

MAP – Reading Data (K-5)



2024 STAAR Reading Data (3rd-5th)

Spring 2024 3-8 Results								
	Grade 3 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	24%	24%	76%	76%	40%	47%	11%	18%
Region	25%	27%	75%	73%	47%	45%	16%	17%
State	24%	25%	76%	75%	50%	49%	20%	21%
DR JOSEPH A FOWLER EL	26%	13%	74%	87%	45%	64%	15%	21%
	Grade 4 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	21%	18%	79%	82%	44%	45%	16%	17%
Region	23%	20%	77%	80%	44%	45%	17%	17%
State	23%	19%	77%	81%	48%	51%	22%	23%
DR JOSEPH A FOWLER EL	14%	11%	86%	89%	49%	45%	26%	15%
	Grade 5 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	19%	22%	81%	78%	53%	51%	22%	24%
Region	20%	23%	80%	77%	53%	50%	24%	24%
State	29%	22%	81%	78%	57%	54%	28%	29%
DR JOSEPH A FOWLER EL	24%	18%	76%	82%	42%	55%	15%	18%

Goal 3: All students meet or exceed the Texas grade level standards in math.

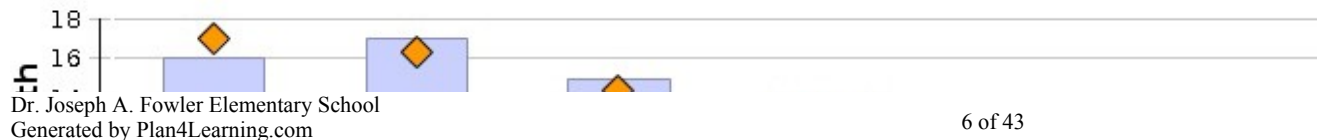
During the 2023-2024 school year, students engaged in math instruction through grade level TEKS, ST Math, and spiral reviews of Lonestar Math. During review of data provided by CUAs, MAP data, and assessments during PLCs, teachers recognized specific TEKS that needed additional instruction so that students had the ability to reach mastery of the content.

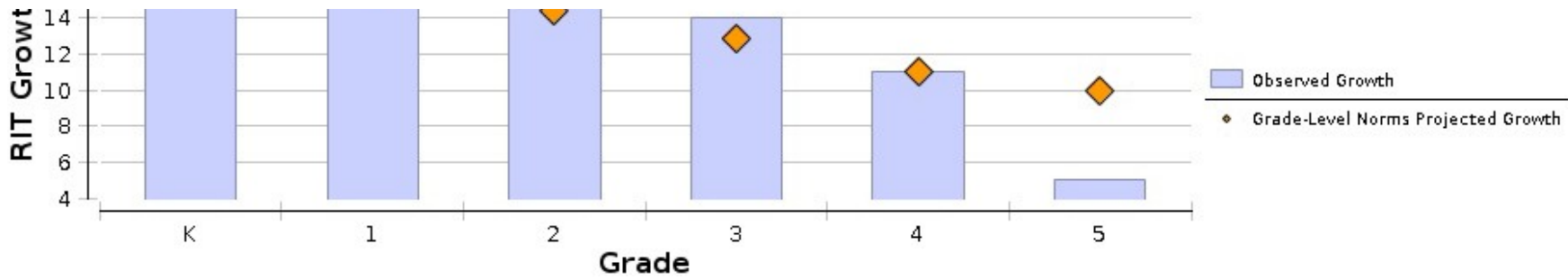
Pre-Kindergarten CIRCLE overall EOY results:

- Math Overall –89%
- Rote Counting – 73%
- Number Discrimination – 89%
- Shape Discrimination – 88%
- Operations – 53%
- Counting Sets –84%
- Number Naming – 86%
- Shape Naming – 86%

MAP – Math Data (K-5)

Math: Math K-12





2024 STAAR Math Data (3rd-5th)

Spring 2024 3-8 Results									
	Grade 3 Math								
	Did Not Meet		Approaches or Above		Meets or Above		Masters		
	2023	2024	2023	2024	2023	2024	2023	2024	
District	28%	30%	72%	70%	40%	41%	15%	13%	
Region	29%	32%	71%	68%	41%	39%	16%	13%	
State	27%	31%	73%	69%	45%	41%	19%	15%	
DR JOSEPH A FOWLER EL	36%	16%	64%	84%	39%	53%	17%	16%	
	Grade 4 Math								
	Did Not Meet		Approaches or Above		Meets or Above		Masters		
	2023	2024	2023	2024	2023	2024	2023	2024	
District	34%	35%	66%	65%	40%	39%	16%	16%	
Region	34%	36%	66%	64%	42%	40%	17%	17%	
State	29%	32%	71%	68%	48%	45%	22%	21%	
DR JOSEPH A FOWLER EL	15%	29%	85%	71%	58%	45%	34%	25%	
	Grade 5 Math								
	Did Not Meet		Approaches or Above		Meets or Above		Masters		
	2023	2024	2023	2024	2023	2024	2023	2024	
District	23%	27%	77%	73%	45%	45%	15%	15%	
Region	21%	27%	79%	73%	48%	45%	18%	15%	
State	20%	24%	80%	76%	51%	49%	21%	19%	
DR JOSEPH A FOWLER EL	25%	33%	75%	67%	36%	42%	15%	9%	

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce.

- At-risk students are monitored.
- RTI is implemented for academics and behavior.
- Interventions are done with fidelity for those in need.
- Grades are reviewed to monitor those who are falling behind and may need intervention.
- Enrichment is provided to students.

Student Success Strengths

STAAR Reading:

- 3rd grade reading was above the district, region, and state in all categories
- 3rd grade decreased Did Not Meet from 26% in 2023 to 13% in 2024
- 4th grade decreased Did Not Meet from 14% in 2023 to 11% in 2024
- 5th grade decreased Did Not Meet from 24% in 2023 to 18% in 2024.
- 5th grade reading was above the district, region, and state in the approaches and meets categories.

STAAR Math:

- 3rd grade math was above the district, region, and state in all categories
- 3rd grade decreased Did Not Meet from 36% in 2023 to 16% in 2024.
- 5th grade increased Meets from 36% in 2023 to 42% in 2024.

Reading MAP:

- Kinder reading was above the national RIT (153) score with a 155.
- 1st grade reading was above the national RIT (171) score with a 173.
- 2nd grade reading was above the national RIT (185) score with a 186.
- 3rd grade reading was above the national RIT (197) score with a 203.
- 4th grade reading was above the national RIT (204) score with a 206.
- 5th grade reading was above the national RIT (210) score with a 212.

Math MAP:

- Kinder math was above the national RIT (157) score with a 159.
- 1st grade math was above the national RIT (176) score with a 179.
- 3rd grade math was above the national RIT (201) score with a 207.
- 4th grade math was above the national RIT (210) score with a 211.

Circle:

* Overall Math measures was 89%

Problem Statements Identifying Student Success Needs

Problem Statement 1: Our special populations of Special Education, Economically Disadvantaged, Gifted and Talented, and Emergent Bilinguals are still behind their peers in academic growth. **Root Cause:** Strong TIER I interventions are needed in the classroom to ensure our special population students are not being left behind due to services. The co-teaching model for SPED students in all grade levels needs to be done with fidelity so that students have access to grade level content as well as working on specific goals.

Problem Statement 2: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 46% to 27%. **Root Cause:** Insufficient use of

hands-on experiments and inquiry based learning methods and inadequate time allocated to science instruction across grade levels.

Problem Statement 3: On Reading STAAR, the percentage of 5th grade students saw constructed responses moving from 29% in 2023 to 50% receiving 0's in 2024. **Root Cause:** Need for specific feedback across grade level in writing conferences with students using the ARACE strategy in their writing and through responses in Writables.

Problem Statement 4: On Reading STAAR, the percentage of 4th grade students in the meets or above category decreased from 49% to 45% from the previous year. **Root Cause:** Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 5: On Math STAAR, 4th grade students scoring in the approaches, meets, and masters categories declined in all areas from the previous year. **Root Cause:** Changes in teaching staff were made during the year. Tier I practices were not implemented with fidelity.

Problem Statement 6: For the 2023-2024 there were 566 office referrals. **Root Cause:** While this was a 17% decrease in referrals from the 2022-2023 school year, the number is still significant. Students need explicit instruction on how to self regulate their behavior and strategies for their own social emotional care.

Problem Statement 7: Approximately 20% of pre-kindergarten students struggle with phonemic awareness skills on the EOY Circle test. **Root Cause:** Targeted small group instruction is not provided consistently.

Problem Statement 8: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. Additionally, this time would provide enrichment (afterschool clubs) for those students who have interests in different areas. **Root Cause:** High mobility of students moving in and out of Fowler.

Problem Statement 9: Parental attendance at family nights, academic awards, conferences, and field day are high. However, only a handful of parents will volunteer at Fowler with fidelity. **Root Cause:** Parents do not feel connected when it comes to partnering with teachers for academic success of their child(ren).

Problem Statement 10: We are under-identifying gifted learners among our students. Our campus gifted population was approximately 3.1 percent. The district average is 3.2 percent and the state average is 8.2 percent. **Root Cause:** There is only one tool for identifying gifted students. Often economically disadvantaged and students with behaviors do not perform well with this one tool; the students' gift is demonstrated in other manners.

Human Capital

Human Capital Summary

Goal 2.1 – To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

- The campus leadership team works hard to recruit and retain high-quality teachers and instructional assistants through personal notes, morale boosters such as treats, games, activities, and spirit weeks.
- Monthly BARK Awards for Teacher of the Month and Support Staff Member of the Month.

Staff Demographics for Fowler & DAEP:

- Teachers - 57
- Professional Support – 7
- Secretaries - 4
- Instructional Aides - 21
- Campus Administration – 4
- Campus Technologist – 1
- Campus Instructional Specialist - 1
- Librarian – 1
- Nurse – 1
- Counselor – 4
- Campus Facilitator – 1

Teachers by Gender:

- Males – 10 teachers – 18%
- Females – 47 teachers – 82%

Teachers by Ethnicity:

- 19% African American (11)
- 56% White (32)
- 16% Hispanic (9)
- 2% Pacific Islander (1)
- 7% Two or More Races (4)

Teacher Years of Experience:

- Beginning Teachers – 3
- 1-5 Years – 20
- 6-10 Years – 7
- 11-20 Years – 17
- 21-30 Years – 8
- Over 30 Years – 2

Teacher Incentive Allotment (TIA) Designated Teachers:

- Recognized – 3 teachers
- Exemplary – 10 teachers
- Master – 1 teacher

Goal 2.2: The district will implement effective standards and practices that will consistently and strategically staff campuses and departments.

- Campus leadership will continue to attend district job fairs to recruit certified teachers and instructional assistants.
- Campus leadership will continue to follow district guidelines for all staffing.
- Campus leadership will continue to desegregate campus data, instructional strengths, years of experience, leadership abilities, to form strong, collaborative teams to increase student achievement.

Goal 2.3: The district will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

- Professional development will be provided at both the district and campus levels, during PLCs, and after school to continue to improve best teaching practices.
- Continued coaching will be available for all teachers and staff by the Campus Instructional Coach and Specialist to improve instruction for all learners.
- All new teachers will be provided with a mentor through the district mentoring program.
- Campus leadership will complete coaching walks and walkthroughs to identify additional needs for either the campus or individuals.

Goal 2.4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

* All staff will have the opportunity to give and receive feedback on job satisfaction and performance through discussions after coaching, coaching walks, walkthroughs, formal appraisals or through sporadic surveys.

Human Capital Strengths

* Retention of staff is important to the Campus Leadership and our retention rate has been high for several years. For the 23-24 school year: 2 teachers retired, 1 teacher PCSd, 2 teachers left to other districts to be closer to home, and 2 admin left the area/state to move closer to their families.

* Due to high retention rates, there are several teacher leaders on our campus that are utilized on the district level. They are also mentors on the campus to any new and student teachers. Their classrooms are also utilized for future teachers and who need observation hours. (Three of these individuals are slated for the 24-25 school year). For the 24-25 school year, Fowler was selected as a Visiting International Teaching School (VIT) where Fowler will host two teachers from other countries.

* For the 24-25 school year, a paraprofessional and a long-term sub will become teachers at Fowler. There are paraprofessionals in the queue to become teachers in the next year or so to continue with the districts vision of "growing your own."

Problem Statements Identifying Human Capital Needs

Problem Statement 1: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. Fowler will have 8 teachers on a certification waiver this year. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

Problem Statement 2: 50% of the campus leadership team is new to their position in the 2024-2025 school year. **Root Cause:** The leadership team saw a change in two assistant principals moving into different roles this year. One moved from DAEP to the Fowler side and the other moved from another campus to the DAEP position. The Curriculum Instructional Specialist and Curriculum Instructional Coach are both new to their positions.

Problem Statement 3: Retention of high-quality staff members is one of our number one priorities. Fowler had a 90% retention rate at the end of the 2023-2024 school year. **Root Cause:** Teacher retention is becoming more complex with burnout and other opportunities outside of education that are less stressful.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1: The district will use data-driven planning to prioritize resource allocations.

- The Campus Improvement Plan must be created utilizing campus data to ensure that the needs of the campus are being met.
- The SBDM members review the Campus Improvement Plan at monthly meetings to ensure that the spending is meeting the campus needs and aligning to the goals created.
- The campus leadership creates procedures to ensure that the programs purchased are being used with fidelity. Monitoring and feedback are instrumental to making sure that student achievement is always in the forefront of the classroom instruction.

Goal 3.2: The district will prepare budgets using transparent and open communication among stakeholders.

- The principal's secretary completes monthly reconciliation for review.
- Through SBDM, transparency of the budget expenditures is communicated to ensure that they are aligned with the campus goals.
- Clear and ongoing communication about expenditures are discussed between the administration team to ensure that there is a need.

Goal 3.3: The district will continuously evaluate and update policies and procedures to foster a positive culture and climate.

- Emphasize the importance of policy compliance and its impact on school culture through staff training and meetings.
- Continue to recognize and reward staff and students who contribute positively to the school culture and climate.
- Communicate policy changes and updates through all campus communication channels.

Goal 3.4: District operational departments training will focus on effective and sustainable use of district resources and procedures.

- Ensure all staff will continue to be trained regarding procedures and forms related to financial spending to include field trips, clubs, charters, and collection of money.
- Continue to be transparent with staff on campus financial status through monthly SBDM meetings.
- Professional development on district resources, such as new curriculum, will be created based on campus and individual needs.

Financial Stewardship Strengths

- * There are strong processes in place by the principal and the principal secretary that ensure that all purchases align with the needs of the campus and meet the district expectations.
- * The principal and the principal secretary meet weekly to go over budgets and expenditures.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: The attendance rate for the 2023-2023 school year was 93.6%. Student tardies, early sign-outs, and absences were excessive. **Root Cause:** Student and parent connections have not been effective in understanding the importance of attendance.

Problem Statement 2: The campus needs a systematic process to ensure items requested are ordered and received in a timely manner. **Root Cause:** Materials were not prioritized in a timely manner to ensure that there was sufficient time for the orders to be entered into the system resulting in delays in receiving materials.

Problem Statement 3: Various programs have been purchased and staff did not use the product with fidelity. **Root Cause:** Many programs have not been looked at by staff to see the purpose of the resource. This has led to teachers not utilizing the resource.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: As a campus we will implement and monitor Capturing Kid's Hearts throughout the building to support the social/emotional well-being of the students. This training will foster relationship building and empower all students to take ownership of their behavior. All grade levels will develop and utilize a Social Contract for their respective PLCs.

Progress Measure (Lead): * Campus-wide PD

- * Greeting students throughout the building and at their classroom door.
- * Building and continuously referring to the Social Contract
- * Asking the four questions when students are off task
- * Utilizing the hand gestures (T, Check, Foul)

Outcome Measure (Lag): Student referrals will decrease by 10% from the year before.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: All Staff Members

Problem Statements: Student Success 6

Key Strategic Action 2 Details

Key Strategic Action 2: Fowler will continue to provide learning opportunities and achievement celebrations for students and families through parent and family engagement events. Academic family nights will be provided to engage parents and students in reading, writing, science, and math activities. Additional celebrations will be held to recognize student academic achievements such as the semester academic awards.

Progress Measure (Lead): * Sign In Sheets

- * Parent Survey

Outcome Measure (Lag): Increase parental involvement by 10% from previous year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS, Counselors, Teachers

Problem Statements: Student Success 9

Funding Sources: Academic Nights - Supplies - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.139.24.PAR - \$700, Academic Nights - Snacks - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.139.24.PAR - \$700

Key Strategic Action 3 Details

Key Strategic Action 3: Counselors will continue to host monthly volunteer orientation sessions to increase the number of parents engaged in volunteer opportunities.

Progress Measure (Lead): * Offer multiple volunteer orientation sessions throughout the year.

* Provide multiple ways parents can volunteer at Fowler.

* Sign-in Sheets

Outcome Measure (Lag): Increase parent volunteers by 5% from the year before.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Counselors

Collaborating Departments: Principal, APs

Problem Statements: Student Success 9

Key Strategic Action 4 Details

Key Strategic Action 4: Fowler will continue to offer the Little Bulldogs literacy program for our non-school aged siblings (3/4 years). This literacy program is designed to offer monthly interventions on literacy skills that they will see once in either PreK or Kindergarten. Additionally, this time provides them with exposure to the school setting preparing them for entry into school.

Progress Measure (Lead): * Provide monthly themed activities.

* Promote Little Bulldogs through multiple communication sources.

Outcome Measure (Lag): Increase participation by 5% from last school year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Reading Interventionist

Collaborating Departments: Librarian

Problem Statements: Student Success 7

Funding Sources: Little Bulldogs - Supplies - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.139.24.PAR - \$1,000, Little Bulldogs - Snacks - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.139.24.PAR - \$300

Key Strategic Action 5 Details

Key Strategic Action 5: Parent/teacher conferences will be provided twice a year to discuss student achievement and progress. This time will provide teachers the opportunity to keep the parents abreast of how their child(ren) are doing on grade level content and areas that parents can work with them at home.

Progress Measure (Lead): * Provide multiple times for parents to attend in person, by phone, or through email.

* Coverage for classroom teachers to hold conferences during the day.

Outcome Measure (Lag): 100% parent participation

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS, teachers

Collaborating Departments: Librarian

Problem Statements: Student Success 9

Key Strategic Action 6 Details

Key Strategic Action 6: Students in grades 2-5 will have the opportunity to participate in after school clubs that will allow them to engage socially with their peers, fostering friendships, confidence, and communication skills while enhancing their academic abilities. These clubs will be hosted by staff members and will vary in theme. Examples of the clubs are to include but not limited to include Science Olympiad, Choir, Chess, Art Club, Young Men's Club, Cooking Club, Student Council, and Book Club.

Progress Measure (Lead): * Students will enhance their social skills and broaden their knowledge in areas that contribute to a more well-rounded education, leading to a decrease in negative behaviors and an increase in positive interactions.

* Alternate days for clubs will be provided so students who attend afterschool tutoring have the opportunity to be involved in what they need and their interests.

* Student Surveys

Outcome Measure (Lag): * Performances, products, or competitions orchestrated by creating these clubs.

* Discipline referrals will decrease by 10% by the end of 2025 school year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, Principal Secretary, and volunteers overseeing clubs.

Problem Statements: Student Success 6

Key Strategic Action 7 Details

Key Strategic Action 7: The campus will communicate with all stakeholders through our monthly newsletter, Facebook, Instagram, Connect Ed calls, our school website, email, and weekly communication folders to keep parents informed and connected to the school.

Progress Measure (Lead): * Smore Newsletter

* Social Media Postings

* Mass communications calls, texts, emails

* Increase usage of KISD application

* Weekly take home folders

Outcome Measure (Lag): Increase school to home communication through various methods.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, Technologist, Teachers

Collaborating Departments: KISD Communication Department

Problem Statements: Student Success 9

Key Strategic Action 8 Details

Key Strategic Action 8: Fowler's attendance rate will improve to from 93.6% to 95% during the 2024-2025 school year.

Progress Measure (Lead): * Phone Calls

- * Letters/Emails
- * RaaWee interventions
- * Celebrations
- * Awards

Outcome Measure (Lag): Improvement on attendance from 93.6% in 2023-2024 school year to 95% during the 2024-2025 school year.

Dates/Timeframes: 2024 -2025 School Year

Staff Responsible for Monitoring: Principal, AP, Attendance Secretary, Counselors, Attendance Committee

Collaborating Departments: KISD supporting departments (Administrative Services, Attendance Officer)

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Financial Stewardship 1

Key Strategic Action 9 Details

Key Strategic Action 9: Parents and family members will be invited to review/revise documents according to legal requirements. These mandatory parents meetings will happen in both the Fall and Spring and at various times to assist with more family involvement.

Progress Measure (Lead): * Parent & Family Engagement

- * Home/School Compact.
- * Title I Meetings

Outcome Measure (Lag): * Parent involvement will increase by 10% from last school.

Dates/Timeframes: 2024 - 2025 School Year (Multiple Fall and Spring Title I Meetings)

Staff Responsible for Monitoring: Principal and APs

Problem Statements: Student Success 9

Key Strategic Action 10 Details

Key Strategic Action 10: The campus will provide educational field trips for students that teach and reinforce concepts taught in the classroom, particularly in Science. Learning locations will be selected based on concepts that are difficult to replicate in the classroom setting.

Progress Measure (Lead): Ensure that field trip locations are directly aligned with grade level TEKS and will enhance the science curriculum being taught in the classroom.

Outcome Measure (Lag): * Each grade level will participate in one field trip by April 2025.

* Increase "Meets" 5th Grade Science STAAR from 27% to 30% on 2024-2025 test.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP, CIS, teachers

Problem Statements: Student Success 2

Funding Sources: Field Trips - 166 - State Comp Ed - 166.11.6494.00.139.30.ARO - \$5,000

Key Strategic Action 11 Details

Key Strategic Action 11: Technology is imperative to make sure all students have access to their learning platforms (Clever, SAVVAS, Schoology) and teachers have the resources they need to make learning engaging to their students.

Progress Measure (Lead): *iPad chargers, cables, cases, mouse, keyboard, toner for printers.

Outcome Measure (Lag): Ensures that both teachers and students have the necessary technological materials for learning and teaching.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Technologist

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Technology Materials (iPad cases, keyboards, mouse, cables, chargers, toner for printers - 166 - State Comp Ed - 166.11.6399.00.139.30.ARO - \$2,500

Key Strategic Action 12 Details

Key Strategic Action 12: The campus will provide social and emotional learning and resources to structure and support students' self-regulation and problem solving.

Progress Measure (Lead): * Office Referrals

* Admin/Teacher/Parent Recommendations

* Counselor Need Assessments

* CKH Survey (School Safety)

* Counselor Small Groups

Outcome Measure (Lag): * Discipline referrals will decrease by 10% by the end of 2025 school year.

* Student Surveys (Feel Safe at School)

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers

Problem Statements: Student Success 6

Funding Sources: SEL Resources/Counselor Incentives - 166 - State Comp Ed - 166.31.6399.00.139.30.ARO - \$500

Key Strategic Action 13 Details

Key Strategic Action 13: Quality, rigorous tier one instruction that is aligned to grade-level standards has not been consistently implemented, as shown by poor MAP and STAAR performance . Teachers need time to plan and internalize lessons together at levels deeper than they are able to in weekly planning. Substitute teachers will be brought in to allow grade levels to spend several days (over the course of the year) to collaborate, internalize standards, and disaggregate and analyze student data.

Progress Measure (Lead): * PLC work

* Student artifacts

* MAP

* ISIP

* Unit Benchmarks

Outcome Measure (Lag): MAP RIT growth will increase by 5% in reading and in math.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principals, APs, CIS/CIC, teachers

Problem Statements: Student Success 1, 2, 3, 5

Funding Sources: Sub teachers for planning days - 166 - State Comp Ed - 166.13.6299.SB.139.30.AR0 - \$9,520

Key Strategic Action 14 Details

Key Strategic Action 14: EB students sometimes lack background knowledge that aids in the understanding of complex texts and concepts. Students will participate in a field-based experience that allows them to engage with diverse concepts and to build upon their learning.

Progress Measure (Lead): * MAP RIT Scores

* Summit K-12 reports

* TELPAS

Outcome Measure (Lag): By the end of the 24-25 school year, we will exit more than 3 students (number that exited in 23-24 school year) and TELPAS scores will increase by 5% from 23-24 school year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, ESL teachers, LPAC AP

Problem Statements: Student Success 1

Key Strategic Action 15 Details

Key Strategic Action 15: EB students will obtain at a minimum proficiency or better in reading, writing, and math. Teachers will use the English Language Proficiency Standards (ELPS) to create and deliver research-based instruction and interventions. Students will engage with materials that will assist with the English language.

Progress Measure (Lead): * ELPS

* Intervention

*Afterschool tutoring (Supplemental Materials - ESL Skill Masters) - specifically works on Listening, Speaking, Reading, and Writing.

Outcome Measure (Lag): EB students will increase their EOY Math RIT, STAAR reading scores, and TELPAS scores will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, ESL teachers

Problem Statements: Student Success 1

Funding Sources: Supplemental Reading Materials (Consumable workbooks) - 165/ES0 - ELL - 165.11.6399.00.139.25.ES0 - \$3,000, Intervention Supplies such as notebooks, pencils, dry erase markers, folders, copy paper - 165/ES0 - ELL - 165.11.6399.00.139.25.ES0 - \$2,180

Goal 1 Problem Statements:

Student Success

Problem Statement 1: Our special populations of Special Education, Economically Disadvantaged, Gifted and Talented, and Emergent Bilinguals are still behind their peers in academic growth. **Root Cause:** Strong TIER I interventions are needed in the classroom to ensure our special population students are not being left behind due to services. The co-teaching model for SPED students in all grade levels needs to be done with fidelity so that students have access to grade level content as well as working on specific goals.

Problem Statement 2: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 46% to 27%. **Root Cause:** Insufficient use of hands-on experiments and inquiry based learning methods and inadequate time allocated to science instruction across grade levels.

Problem Statement 3: On Reading STAAR, the percentage of 5th grade students saw constructed responses moving from 29% in 2023 to 50% receiving 0's in 2024. **Root Cause:** Need for specific feedback across grade level in writing conferences with students using the ARACE strategy in their writing and through responses in Writables.

Problem Statement 5: On Math STAAR, 4th grade students scoring in the approaches, meets, and masters categories declined in all areas from the previous year. **Root Cause:** Changes in teaching staff were made during the year. Tier I practices were not implemented with fidelity.

Problem Statement 6: For the 2023-2024 there were 566 office referrals. **Root Cause:** While this was a 17% decrease in referrals from the 2022-2023 school year, the number is still significant. Students need explicit instruction on how to self regulate their behavior and strategies for their own social emotional care.

Problem Statement 7: Approximately 20% of pre-kindergarten students struggle with phonemic awareness skills on the EOY Circle test. **Root Cause:** Targeted small group instruction is not provided consistently.

Problem Statement 9: Parental attendance at family nights, academic awards, conferences, and field day are high. However, only a handful of parents will volunteer at Fowler with fidelity. **Root Cause:** Parents do not feel connected when it comes to partnering with teachers for academic success of their child(ren).

Financial Stewardship

Problem Statement 1: The attendance rate for the 2023-2023 school year was 93.6%. Student tardies, early sign-outs, and absences were excessive. **Root Cause:** Student and parent connections have not been effective in understanding the importance of attendance.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Daily schedules will ensure 120 minutes of ELAR instruction is provided to each student. Research-based instructional literacy materials, tools, and training will be utilized to support student needs in reading and writing that will lead to improvement of student reading comprehension and writing abilities.

Progress Measure (Lead): * Daily Quick Checks

* Progress Checks

* Benchmarks

Outcome Measure (Lag): Improve student achievement by 5% on Universal Screeners, unit benchmarks, and STAAR .

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Success 1, 3, 7

Key Strategic Action 2 Details

Key Strategic Action 2: By June 2025, STAAR Reading "Meets" scores will increase by 5% for 3rd-5th grades. Based on the scores from 2023-2024 STAAR, 3rd grade will increase to 69%, 4th grade will increase to 50%, and 5th grade will increase to 60%.

Progress Measure (Lead): * Unit Benchmarks

* MAP Reading RIT

* Assessments

* Interventions (WIN time)

* Afterschool tutoring (Supplemental Materials)

Outcome Measure (Lag): Reading STAAR passing rate for Meets will increase by 5% for grades 3rd-5th.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, teachers, interventionists

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Success 1, 3

Funding Sources: Think Up Supplemental Reading Materials - 166 - State Comp Ed - 166.11.6329.00.139.30.AR0 - \$5,000, Supplies such as pencils, paper, notebooks, dry erase markers, copy paper - 166 - State Comp Ed - 166.11.6399.00.139.30.AR0 - \$500

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers will collaborate with students to set growth goals and help monitor their progress and celebrate the achievement of their growth goals in reading and writing. This data will be shared with parents during Parent/Teacher Conferences.

Progress Measure (Lead): * ISIP

- * Reading MAP
- * Assessments
- * Data Trackers
- * Campus Growth Celebrations
- * BUG Awards

Outcome Measure (Lag): Data collection through ISIP, MAP, and CIRCLE data will increase reading by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS, classroom teachers

Collaborating Departments: Counselors

Problem Statements: Student Success 1, 3

Key Strategic Action 4 Details

Key Strategic Action 4: Teachers in K-5th grade will utilize the ARACE writing format to support students in their writing. In grades 3-5, students will also utilize rubrics to support students with short and extended constructed responses. Students will receive timely feedback on their writing from their teachers and in turn the teachers will use this data to make future instructional decisions.

Progress Measure (Lead): * Student Writing Samples

- * Writable Data
- * STAAR Rubrics for both constructed responses
- * STAAR Master - Supplemental Writing Material (afterschool tutoring)

Outcome Measure (Lag): For the 2023-2024, decrease 0's in constructed responses. 3rd grade - 30% (2023) decrease by 10%, 4th grade - 27% (2023) decrease by 10%, 5th grade - 50% (2023) decrease by 20%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, teachers

Problem Statements: Student Success 3

Funding Sources: STAAR Masters - Supplemental Writing Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.139.30.000 - \$3,850

Key Strategic Action 5 Details

Key Strategic Action 5: Teachers will collaborate in PLCs during Data Day to analyze student data from ELA unit benchmarks to develop targeted plans for each student during small group instruction, WIN time, and afterschool tutoring.

Progress Measure (Lead): * Data Day in PLCs

* Data Protocol

* Assessments

Outcome Measure (Lag): Increase student achievement in reading by 5% during the school year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, teachers, interventionists

Problem Statements: Student Success 3, 7

Key Strategic Action 6 Details

Key Strategic Action 6: Ensure that all PK teachers are fully implementing the district adopted PK curriculum, including the phonics component to promote early literacy skills.

Progress Measure (Lead): *PK Curriculum Planning

*Feedback from coaching walks and walkthroughs

*PLCs

Outcome Measure (Lag): Measure student progress using district provided early literacy assessments. This could include phonemic awareness, letter recognition, and phonic skills.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, PK teachers

Problem Statements: Student Success 7

Goal 2 Problem Statements:

Student Success

Problem Statement 1: Our special populations of Special Education, Economically Disadvantaged, Gifted and Talented, and Emergent Bilinguals are still behind their peers in academic growth. **Root Cause:** Strong TIER I interventions are needed in the classroom to ensure our special population students are not being left behind due to services. The co-teaching model for SPED students in all grade levels needs to be done with fidelity so that students have access to grade level content as well as working on specific goals.

Problem Statement 3: On Reading STAAR, the percentage of 5th grade students saw constructed responses moving from 29% in 2023 to 50% receiving 0's in 2024. **Root Cause:** Need for specific feedback across grade level in writing conferences with students using the ARACE strategy in their writing and through responses in Writables.

Problem Statement 7: Approximately 20% of pre-kindergarten students struggle with phonemic awareness skills on the EOY Circle test. **Root Cause:** Targeted small group instruction is not provided consistently.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Daily schedules will ensure 80 minutes of systematic and explicit math instruction is provided to each student. The SAVVAS Math Curriculum will be utilized with fidelity using the district pacing calendar.

Progress Measure (Lead): * Master Schedule

* SAVVAS Progress/Quick Checks

* Unit Benchmarks

Outcome Measure (Lag): Students in grades K, 1, 2, 4 will score above 60% will score at meets or above the EOY Math MAP (Scored in the 50's at EOY 2023). Students in 3rd grade will score at 70% at meets or above on the EOY Math MAP (Scored 69% at EOY 2023.) Students in 5th grade will score at 50% at meets or above on the EOY Math MAP (Scored at 46% at EOY 2023).

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, teachers

Problem Statements: Student Success 5

Key Strategic Action 2 Details

Key Strategic Action 2: ST Math program will be utilized in grades K-5 to support critical thinking and problem solving skills. Teachers and Admin will celebrate student achievement at the conclusion of the pathway.

Progress Measure (Lead): * District Pacing Calendar

* ST Math Reports

* ST Math Certificates and wrist bands

* Class tracking of ST Math

* Student completion celebrated on announcements.

Outcome Measure (Lag): By the end of the 2025 school year, 70% of students will have completed their ST Math pathway.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS, teachers

Problem Statements: Student Success 5

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers will collaborate in PLCs during Data Day to analyze student data from Math unit benchmarks to develop targeted plans for each student during small group instruction, WIN time, and afterschool tutoring.

Progress Measure (Lead): * Data Day in PLCs

* Data Protocol

* Assessments

Outcome Measure (Lag): Increase student achievement in math by 10% during the school year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, teachers

Problem Statements: Student Success 5

Key Strategic Action 4 Details

Key Strategic Action 4: By June 2025, STAAR Math "Meets" scores will increase by 5% for 3rd-5th grades. Based on the scores from 2023-2024 STAAR, 3rd grade will increase to 58%, 4th grade will increase by 50%, and 5th grade will increase to 47%.

Progress Measure (Lead): * Unit Benchmarks

* MAP Math RIT

* Assessments

* Intervention (WIN time)

* Afterschool tutoring (Supplemental Materials)

Outcome Measure (Lag): Math STAAR passing rate for Meets will increase by 5% for grades 3rd-5th.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, teachers, interventionists

Collaborating Departments: Elementary Learning Services

Problem Statements: Student Success 5, 8

Funding Sources: Think Up Math Supplemental Materials - 166 - State Comp Ed - 166.11.6399.00.139.30.AR0 - \$5,000, Supplies such as pencils, dry erase markers, notebooks, folders, notebooks - 166 - State Comp Ed - 166.11.6399.00.139.30.AR0 - \$500

Key Strategic Action 5 Details

Key Strategic Action 5: Students need multiple ways of being able to acquire mathematical concepts. In addition to the SAVVAS curriculum, teachers will use BrainPOP resources to enhance lessons and allow students to see concepts visually.

Progress Measure (Lead): * PLCs Data Days

- * MTSS Meetings
- * Monthly Student Reviews
- * SAVVAS Curriculum
- * BrainPOP Supplemental resources

Outcome Measure (Lag): Increase of EOY Math MAP RIT and STAAR scores by 5%.

Dates/Timeframes: October 2024-May 2025

Staff Responsible for Monitoring: Principal, CIS, teachers

Problem Statements: Student Success 5

Funding Sources: BrainPOP supplemental resources - 211 - ESEA, Title I Part A - 211.11.6299.OL.139.30.000 - \$3,600

Goal 3 Problem Statements:

Student Success

Problem Statement 5: On Math STAAR, 4th grade students scoring in the approaches, meets, and masters categories declined in all areas from the previous year. **Root Cause:** Changes in teaching staff were made during the year. Tier I practices were not implemented with fidelity.

Problem Statement 8: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. Additionally, this time would provide enrichment (afterschool clubs) for those students who have interests in different areas. **Root Cause:** High mobility of students moving in and out of Fowler.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: Administrators, alongside the instructional coaching team, will support teachers in the unit planning process by regularly collaborating, observing and coaching teachers during grade level planning and through coaching feedback. The use of PLC protocols will lead to greater internalization of the lesson, improvement will happen through knowledge of the content, implemented consistently.

Progress Measure (Lead): * PLCs

- * Internalization Document
- * Grade Level Planning times
- * Get Better Faster Coaching Model

Outcome Measure (Lag): Student achievement in reading will increase by 5% by the end of the 2024-2025 school year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, teachers

Problem Statements: Student Success 1, 2, 3, 5, 7

Key Strategic Action 2 Details

Key Strategic Action 2: The campus will increase student achievement with at-risk students by providing high-impact, targeted, small group instruction utilizing instructional aides to supplement instruction with extended day or learning time through tutorials across all core content areas to accelerate learning.

Progress Measure (Lead): * Intervention Progress

- * Reading & Math RIT
- * Assessments
- * Unit Assessments
- * Think Up Supplemental Materials (WIN time & Afterschool Tutoring)

Outcome Measure (Lag): Improve reading and math achievement by 5% on Universal Screeners, Unit Benchmarks, and STAAR for at-risk students.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS, interventionists, teachers, instructional aides

Problem Statements: Student Success 3, 5, 8

Funding Sources: Intervention Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.139.30.000 - \$145,000, Intervention Aides - 166 - State Comp Ed - 166.11.6129.00.139.30.AR0 - \$51,000

Key Strategic Action 3 Details

Key Strategic Action 3: The CIS and teachers will provide gifted students with supplemental instruction in their areas of giftedness and in areas for which they are not identified as gifted. Teachers will provide instructional support for GT students with GT interventions, enrichment, project-based learning, and projects for TPSP.

Progress Measure (Lead): * Enrichment during WIN time

- * TPSP project development
- * Campus GT Showcase
- * Field-based Instruction

Outcome Measure (Lag): Completion of TPSP project and Campus GT Showcase

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: CIS, GT teachers

Problem Statements: Student Success 1

Funding Sources: Instructional supplies for TPSP projects and for enrichments - 177 - Gifted/Talented - 177.11.6399.00.139.21.000 - \$4,000, Field Base Instruction - 177 - Gifted/Talented - 177.11.6494.00.139.21.000 - \$2,000, Field Base Instruction Entrance Fees - 177 - Gifted/Talented - 177.11.6412.00.139.21.000 - \$519

Key Strategic Action 4 Details

Key Strategic Action 4: Special Education teachers will work closely with general education teachers to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.

Progress Measure (Lead): * 2 Resource Teachers

- * 2 ECSC Teachers
- * 3 Instructional Assistants
- * Follow IEPs
- * Accommodations Sheets from general education teachers
- * Logging of service hours from SPED teachers & Instructional Assistants

Outcome Measure (Lag): SPED students will increase in student achievement by 10% from BOY to EOY. Observed through MAP and Unit Benchmarks in both reading and math.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Campus Facilitator, SPED teachers, classroom teachers

Problem Statements: Student Success 1

Key Strategic Action 5 Details

Key Strategic Action 5: Afterschool tutoring will be provided to students in K-5th grade who need additional support to fill in foundational gaps or who are struggling with grade level content. Students will monitor their progress during afterschool tutoring utilizing notebooks. Due to students staying after the school day, healthy snacks will be provided to those students staying for tutoring.

Progress Measure (Lead): Students invited to tutoring will be those most at-risk to ensure that small groups are manageable. Criteria for invitation will include: MAP data, grades, STAAR scores (from prior year), and teacher recommendation.

Teachers and interventionists will work plan tutoring goals for each small group.

Outcome Measure (Lag): Increase EOY MAP and STAAR scores in reading and math by 5%.

Dates/Timeframes: October 2024-May 2025

Staff Responsible for Monitoring: Principal, APs, CIS, teachers, interventionists

Funding Sources: Heathy Snacks for tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.139.30.000 - \$5,000, Supplies such as notebooks, pencils, dry erase markers, folders, copy paper - 166 - State Comp Ed - 166.11.6399.00.139.30.AR0 - \$1,000

Key Strategic Action 6 Details

Key Strategic Action 6: Retired teachers will be utilized to provide additional interventions to our most at-risk students in K-5th grade.

Progress Measure (Lead): * 2 retired teachers for K-2nd (1math & 1 reading)

* 2 retired teachers for 3rd-5th (1 math & 1 reading)

Outcome Measure (Lag): Increase EOY MAP and STAAR scores in reading and math by 5%.

Dates/Timeframes: October 2024-April 2025

Staff Responsible for Monitoring: Principal, CIS

Problem Statements: Student Success 3, 5

Funding Sources: Retired Intervention Teachers - 211 - ESEA, Title I Part A - 211.11.6125.CA.139.30.000 - \$20,000

Key Strategic Action 7 Details

Key Strategic Action 7: The campus will fund a full-time Campus Instructional Specialist.

Progress Measure (Lead): The CIS will provide coaching, lesson internalization, instructional resources, materials, and technology to support all teachers in delivering effective instruction that supports the KISD curriculum. Additionally, the CIS will support new teachers and mentors through the KISD Mentor Model to ensure that best practices are being implemented in the classrooms.

Outcome Measure (Lag): By May 2025, MAP EOY RIT scores and STAAR "Meets" scores will increase by 5% in both reading, math, and science.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, teachers

Problem Statements: Student Success 1, 2, 3, 5

Funding Sources: Full-Time Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.139.30.000 - \$79,050

Key Strategic Action 8 Details

Key Strategic Action 8: By June 2025, STAAR Science "Meets" scores will increase by 5% for 5th grade. Based on the scores from 2023-2025 STAAR, 5th grade will increase to 25%.

Progress Measure (Lead): * Unit Benchmarks

* MAP Science RIT

* Assessments

* Interventions (WIN time)

* Afterschool tutoring (Supplemental Materials)

Outcome Measure (Lag): Science STAAR passing rate for Meets will increase by 5% for 5th grade students.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC, Science Teachers in 3rd-5th grades

Problem Statements: Student Success 2

Funding Sources: Think Up Science Supplemental Materials - 166 - State Comp Ed - 166.11.6399.00.139.30.AR0 - \$5,000, Supplies such as notebooks, science materials, dry erase markers, folders, pencils, copy paper - 166 - State Comp Ed - 166.11.6399.00.139.30.AR0 - \$500

Key Strategic Action 9 Details

Key Strategic Action 9: Teachers will follow Individualized Education Plans (IEP) and individualized Accommodation Plans (IAP). Our Campus Facilitator will check accommodation and behavior tracking sheets to ensure teachers are in compliance.

Progress Measure (Lead): * SPED tracking sheets

* 504 tracking sheets

Outcome Measure (Lag): By following IEPs and IAPs, student achievement will increase. Fowler will stay in compliance with all district and state laws.

Dates/Timeframes: 2024-2025 School District

Staff Responsible for Monitoring: Principal, APs, Campus Facilitator, SPED and classroom teachers

Problem Statements: Student Success 1

Key Strategic Action 10 Details

Key Strategic Action 10: Struggling students will be referred to Multi-Tiered Systems of Support (MTSS). MTSS are implemented and monitored monthly for effectiveness for students that fall below the 31% on the MAP universal screener. Evidence-based interventions will be put into place to address the gaps in learning and will be monitored by the committee.

Progress Measure (Lead): *MAP Reports

* SSP Notes

Outcome Measure (Lag): Increase student achievement by 5% in EOY MAP RIT and STAAR scores.

Dates/Timeframes: 2024=2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS, teachers

Problem Statements: Student Success 1, 2, 3, 4, 5

Goal 4 Problem Statements:

Student Success

Problem Statement 1: Our special populations of Special Education, Economically Disadvantaged, Gifted and Talented, and Emergent Bilinguals are still behind their peers in academic growth. **Root Cause:** Strong TIER I interventions are needed in the classroom to ensure our special population students are not being left behind due to services. The co-teaching model for SPED students in all grade levels needs to be done with fidelity so that students have access to grade level content as well as working on specific goals.

Problem Statement 2: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 46% to 27%. **Root Cause:** Insufficient use of hands-on experiments and inquiry based learning methods and inadequate time allocated to science instruction across grade levels.

Problem Statement 3: On Reading STAAR, the percentage of 5th grade students saw constructed responses moving from 29% in 2023 to 50% receiving 0's in 2024. **Root Cause:** Need for specific feedback across grade level in writing conferences with students using the ARACE strategy in their writing and through responses in Writables.

Problem Statement 4: On Reading STAAR, the percentage of 4th grade students in the meets or above category decreased from 49% to 45% from the previous year. **Root Cause:** Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 5: On Math STAAR, 4th grade students scoring in the approaches, meets, and masters categories declined in all areas from the previous year. **Root Cause:** Changes in teaching staff were made during the year. Tier I practices were not implemented with fidelity.

Problem Statement 7: Approximately 20% of pre-kindergarten students struggle with phonemic awareness skills on the EOY Circle test. **Root Cause:** Targeted small group instruction is not provided consistently.

Problem Statement 8: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. Additionally, this time would provide enrichment (afterschool clubs) for those students who have interests in different areas. **Root Cause:** High mobility of students moving in and out of Fowler.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: Fowler Elementary creates and fosters a positive school culture by recognizing staff members throughout the school year for their accomplishments through shout outs, personalized notes, social media posts, and professional and auxiliary staff are recognized as staff members of the month and earn a Bark Award.

Progress Measure (Lead): * Staff Members of the Month (Bark Award) - recognition by peers

* Shout Outs

* Personalized notes

* Staff Appreciation Week

* Recognition Days for Specialty Staff (Ex. Technology, CIS, Facilitator Days)

Outcome Measure (Lag): Retention of the staff at Fowler will be 90% at the end of the 2024-2025 school year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: All Fowler Staff

Problem Statements: Human Capital 3

Goal 1 Problem Statements:

Human Capital

Problem Statement 3: Retention of high-quality staff members is one of our number one priorities. Fowler had a 90% retention rate at the end of the 2023-2024 school year. **Root Cause:** Teacher retention is becoming more complex with burnout and other opportunities outside of education that are less stressful.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details

Key Strategic Action 1: The administrative staff at Fowler Elementary will attend all required KISD hiring events in effort to recruit highly qualified applicants. When a vacancy arises during the year, the Frontline Hiring System will be utilized.

Progress Measure (Lead): The administrative staff at Fowler will interview and select highly qualified applicants to fill any vacancies on the campus.

Outcome Measure (Lag): To fill all vacancies at Fowler Elementary.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administrative Staff at Fowler

Collaborating Departments: KISD Human Resources

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details

Key Strategic Action 1: Bulldog University will meet once a month to discuss Hot Topics that are pertinent to novice and new teachers at Fowler. This is additional support to what their mentors already provide them.

Progress Measure (Lead): * DOI/Instructor Teachers

* Visiting International Teachers

* Veteran Teachers new to Fowler

Outcome Measure (Lag): To help retain the new teachers at Fowler at the end of the 24-25 school year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, CIS

Problem Statements: Human Capital 1, 3

Key Strategic Action 2 Details

Key Strategic Action 2: Campus professional development sessions will be provided in identified areas of need to support teachers in their learning.

Progress Measure (Lead): * Writable

* SAVVAS

* HMH

* Schoology

* ST Math

* iStation

* Lead4Ward Resources (playlists)

Outcome Measure (Lag): Increase in teacher clarity resulting in high quality TIER I instruction to ensure increases in student achievement.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC

Problem Statements: Human Capital 1

Key Strategic Action 3 Details

Key Strategic Action 3: The Campus Instructional Specialist and Instructional Coach will provide on-going campus professional development as determined by campus data and provide specific and individualized feedback, coaching, and model lessons to teachers using the Get Better Faster Coaching Model.

Progress Measure (Lead): *GBF Coaching

* Sign-In Sheets for PD sessions

Outcome Measure (Lag): Increase in teacher efficacy.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC

Problem Statements: Human Capital 1

Goal 3 Problem Statements:

Human Capital

Problem Statement 1: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. Fowler will have 8 teachers on a certification waiver this year. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

Problem Statement 3: Retention of high-quality staff members is one of our number one priorities. Fowler had a 90% retention rate at the end of the 2023-2024 school year. **Root Cause:** Teacher retention is becoming more complex with burnout and other opportunities outside of education that are less stressful.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details

Key Strategic Action 1: Through feedback of the staff survey's sent each semester (2 per year), internal improvements will be made to ensure that the staff at Fowler have a voice in making changes on the campus to help create a positive campus culture.

Progress Measure (Lead): *Staff feedback will be evaluated to make internal improvements.

* Create a positive campus culture.

Outcome Measure (Lag): Retention of staff at Fowler will be 90% by the end of the 2024-2025 school year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: All Fowler Staff

Problem Statements: Human Capital 3

Key Strategic Action 2 Details

Key Strategic Action 2: Paraprofessionals will be evaluated annually using the Auxiliary appraisal document in Eduphoria.

Progress Measure (Lead): * Appraisal Document in Eduphoria

* Feedback

* Glows and Grows

Dates/Timeframes: EOY of 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, Nurse

Collaborating Departments: KISD Human Resources, KISD Nursing

Problem Statements: Human Capital 3

Key Strategic Action 3 Details

Key Strategic Action 3: All teachers will receive job related coaching through the T-TESS evaluation process and the Get Better Faster waterfall rubric.

Progress Measure (Lead): T-TESS

- * 2 Coaching Walks
- * 4 Walk Throughs
- * 1 Formal Observation (if applicable)

Get Better Faster

- * Observation
- * Coaching
- * Follow Up

Outcome Measure (Lag): Increase in building in teacher capacity leading to retention.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC

Problem Statements: Human Capital 1, 3

Goal 4 Problem Statements:

Human Capital

Problem Statement 1: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. Fowler will have 8 teachers on a certification waiver this year. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

Problem Statement 3: Retention of high-quality staff members is one of our number one priorities. Fowler had a 90% retention rate at the end of the 2023-2024 school year. **Root Cause:** Teacher retention is becoming more complex with burnout and other opportunities outside of education that are less stressful.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details

Key Strategic Action 1: We will ensure that 100% of purchases are aligned with the Campus Improvement Plan.

Progress Measure (Lead): *CIP
*SBDM

Outcome Measure (Lag): 100% of the funds will be spent according to the CIP.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS, Principal Secretary

Problem Statements: Financial Stewardship 2, 3

Key Strategic Action 2 Details

Key Strategic Action 2: We will prioritize our budget allocations based on data-driven insights, directing resources to areas with the greatest impact on student achievement.

Progress Measure (Lead): *STAAR data
* MAP data
* Assessment data

Outcome Measure (Lag): More effective use of resources which will lead to improved student performance, more targeted support for critical needs, and overall enhanced educational outcomes.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, CIS/CIC

Problem Statements: Financial Stewardship 3

Key Strategic Action 3 Details

Key Strategic Action 3: Leadership meetings are held to monitor the effectiveness of school programs.

Progress Measure (Lead): *Instructional leadership meetings are held weekly.

*Administrative meetings are held at the end of the day.

*Special Ed meeting twice a month

Outcome Measure (Lag): Meetings with administrative and administrative support team members will result in increased alignment with all stakeholders.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs

Collaborating Departments: CIS, CIC, Counselors, Facilitator, Technologist, Librarian

Problem Statements: Financial Stewardship 2, 3

Goal 1 Problem Statements:

Financial Stewardship

Problem Statement 2: The campus needs a systematic process to ensure items requested are ordered and received in a timely manner. **Root Cause:** Materials were not prioritized in a timely manner to ensure that there was sufficient time for the orders to be entered into the system resulting in delays in receiving materials.

Problem Statement 3: Various programs have been purchased and staff did not use the product with fidelity. **Root Cause:** Many programs have not been looked at by staff to see the purpose of the resource. This has led to teachers not utilizing the resource.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Review financial reports monthly with Principal secretary to complete budget reviews and audits to monitor spending and ensure funds are used efficiently.</p> <p>Progress Measure (Lead): * Spending Spreadsheet on campus funds * Financial reports</p> <p>Outcome Measure (Lag): The campus will meet all district spending guidelines.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary</p> <p>Problem Statements: Financial Stewardship 2</p>

Goal 2 Problem Statements:

Financial Stewardship
<p>Problem Statement 2: The campus needs a systematic process to ensure items requested are ordered and received in a timely manner. Root Cause: Materials were not prioritized in a timely manner to ensure that there was sufficient time for the orders to be entered into the system resulting in delays in receiving materials.</p>

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Fowler Leadership will ensure that campus procedures align with district departmental expectations.</p> <p>Progress Measure (Lead): Administrative Procedures</p> <p>Outcome Measure (Lag): 100% of the campus communicated procedures will align with district departmental expectations.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS/CIC, Principal Secretary</p> <p>Problem Statements: Financial Stewardship 2, 3</p>

Goal 3 Problem Statements:

Financial Stewardship
<p>Problem Statement 2: The campus needs a systematic process to ensure items requested are ordered and received in a timely manner. Root Cause: Materials were not prioritized in a timely manner to ensure that there was sufficient time for the orders to be entered into the system resulting in delays in receiving materials.</p> <p>Problem Statement 3: Various programs have been purchased and staff did not use the product with fidelity. Root Cause: Many programs have not been looked at by staff to see the purpose of the resource. This has led to teachers not utilizing the resource.</p>

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Required staff will attend workshops focused on best practices in resource management, including budgeting, procurement, and inventory control.</p> <p>Progress Measure (Lead): * Meetings with Principal Secretary * Training</p> <p>Outcome Measure (Lag): Required staff will demonstrate proficiency in budgeting, procurement, resource management, and inventory control.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary, APs</p> <p>Problem Statements: Financial Stewardship 2</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Required staff attends training sessions on district policies for staff completing fiscal tasks and making decisions regarding purchases. Staff will also attend training on updated policies and procedures, emphasizing the importance of compliance and its impact on school culture.</p> <p>Progress Measure (Lead): Administrative Procedures</p> <p>Outcome Measure (Lag): Staff will adhere to district policies and procedures.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: Principal, APs, Principal Secretary, CIS/CIC</p> <p>Problem Statements: Financial Stewardship 2, 3</p>

Goal 4 Problem Statements:

Financial Stewardship
<p>Problem Statement 2: The campus needs a systematic process to ensure items requested are ordered and received in a timely manner. Root Cause: Materials were not prioritized in a timely manner to ensure that there was sufficient time for the orders to be entered into the system resulting in delays in receiving materials.</p>
<p>Problem Statement 3: Various programs have been purchased and staff did not use the product with fidelity. Root Cause: Many programs have not been looked at by staff to see the purpose of the resource. This has led to teachers not utilizing the resource.</p>