Burkburnett Independent School District

John G. Tower Elementary

2018-2019 Campus Improvement Plan

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 every changing world.

Value Statement

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Tower Elementary is comprised of approximately 440 students. We service students n 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 2017-18 txschools.org report, our breakdown of student ethnicity is:

2 % Asian
12.8 % Black
.2% Native American
54.4% White
19.1% Hispanic/Latino
11.6% Multi-Racial

The breakdown of special populations is:
Special programs:
ESL 3.4 %
Gifted and talented 3.3%
Special education 8.3%

In the 2012-2013 school year 95.3% attendance rate.
In the 2013-2014 school year 96.4% attendance rate.
In the 2014-2015 school year 95.9% attendance rate. In the 2015-2016 school year 96.1% attendance rate.

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

22.05% of our student population is identified by the 13 state categories as at-risk.

Campus staff is made up of 66.4% certified teachers and 22.5% paraprofessionals. Minorities make up 11% of the total staff, and 7.5% of the certified teaching staff. Teaching experience is found in the following percentages:

1-5 years . 49.6%

6-10 years . 17.4%

11-20 years . 20.5%

20+ years . 12.5%

The student enrollment for John Tower has declined by approximately 30 students in the last year. This has been attributed to a decreasing number of students coming from SAFB.

We had a total of 79 days served across all gade levels and students for the 2017-2018 school year.

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 qulification of highly qualified either through TOPPS certification, minimum college hours, or as a certified teacher's aide.

For the 2017-2018 school year, Tower replaced 22.7% of its certified teaching staff, and 24.6% of its overall staff. These numbers decreased to 16.6% new hires for certified staff and 18.4% new hires overall for the 2018-2019 school year.

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 exerises 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.

Professional Development needs continue to revolve around Project Based Learning, effective classroom management, and increasing the effectiveness of our RtI. The district offers several opportunities for staff memers 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 fo improvement.

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.

Student Academic Achievement

Student Academic Achievement Summary

Additional time and support is our standard operating procedure 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 formative and summative assessment. 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 was successful in meeting Student Achievement in the following areas:

Reading- All students (48%), economically disadvantaged (49%)

Math- Economically disadvantaged (45%)

Areas that we were not successful:

Reading- White (51%)

Math- All students (45%), white (50%)

According to TEAs data for student growth, John Tower was given marks for all measurable areas of growth for which the campus qualified due to the minimum number of students attending school. (even though the overall success rates for Reading (75%) and Math (78%) are below the campus self-imposed goal (100%)).

SPED success for state testing (STAAR) is below the campus success rates for other students inthe following areas:

Reading- 31%

Math- 37%

Writing- 50%

We are looking at adjusting our RtI program and practices to assist our SPED students in the general ed classroom and within the scope of our RtI program to help them make gains and get them to perform at grade level.

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

Curriculum, Instruction, and Assessment are one of most important aspects of the campus. Tower Administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities. Tower Administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, Tower allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and interventions is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another. Team meetings are scheduled consistently to identify student expectations/root problems as to improve instruction. Teachers proceed with RTI plans and recommendations to SPED/504 and Dyslexia testing based on documented TIER interventions and students needs. Administrators at this campus hold high expectations for all teachers and staff, therefore, teachers hold high academic, behavioral and social expectations for all students.

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.

Perceptions

Perceptions Summary

ower 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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Accountability Distinction Designations

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
- 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
- Running Records results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: May 13, 2019

Goal 1: As a learning community, we will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication

Performance Objective 1: Develop a plan to achieve a learning environment that vales autonomy, collaboration and trust.

    Evaluation Data Source(s) 1: The PBL Leadership team will develop a vision and goals to include in the plan.

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 1: Continue with similar goals. Create a stronger admin team.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) The PBL Leadership team will develop vision and goals to include as priorities as we develop procedures for hiring personnel as well as determining effectiveness of current staff.	Revisit at regular intervals to determine if strategy is still appropriate and successful.		4%	37%	40%	→
TEA Priorities Build a foundation of reading and math 2) Create a master schedule that utilizes time throughout the day for teachers to target specific learning deficiencies for students who struggle.	Student progress will be monitored through common assessments and classroom work.		5%	55%	70%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: As a learning community, we will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication

Performance Objective 2: Identify measures of accountability based on evidence of student learning and that encourages professional development.

Evaluation Data Source(s) 2: The PBL Leadership team will develop a vision and goals to include in the plan.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue to work and train staff on what is good data and what is less pressing.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Staff will utilize common assessments as well as student final products as they work through projects with essential elements and classroom practices.			6%	54%	80%	→

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 1: As a learning community, we will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication

Performance Objective 3: Develop and further the campus practice of Professional Learning Communities

Evaluation Data Source(s) 3: Campus administration will attend PLC Conference and develop and implement a plan to strengthen the PLC on campus

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Improvements made, but a stronger design team will increase effectiveness.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) PLC Design Team will work to further grade level teams knowledge of the PLC process			7%	40%	40%	→
TEA Priorities Build a foundation of reading and math 2) Continue PD to help teachers utilize proper use of data, support and coaching, and creation of effective lesson planning.			6%	41%	50%	→
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue
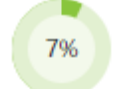
Goal 1: As a learning community, we will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication

Performance Objective 4: Teachers will work in their PLCs to develop common formative assessments in order to improve pedagogical practices

Evaluation Data Source(s) 4:

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue to strengthen PLC process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Grade level teams will work on ILD days to develop common assessments across the district to determine student levels of success.			7%	54%	60%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						
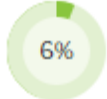
Goal 2: Create an environment to retain staff at all levels.

Performance Objective 1: Develop a comprehensive retention plan to acknowledge value

Evaluation Data Source(s) 1: Campus leadership will develop a plan to gather input from current staff and implement tools for showing value to staff members through the use of campus level surveys, opportunities for input in staff and team meetings, and open door policy.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Working with admin team to determine best practices to retain and attract new hires.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
TEA Priorities Recruit, support, retain teachers and principals 1) Utilize staff surveys and exit interview data to build a culture of appreciation and job satisfaction.			6%	15%	35%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 2: Create an environment to retain staff at all levels.

Performance Objective 2: Provide opportunities for staff collaboration

Evaluation Data Source(s) 2: Campus leadership will develop a plan to gather input from current staff and implement tools for showing value to staff members. This plan will include Collaborative Team Meetings, staff meetings, and various campus and district level committees.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Adjust master schedule to accommodate more teacher collaboration time.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Schedule is designed to give all grade level teammates a common planning period, CTM times, and to allow SPED teachers to meet with gen ed for collaboration			8%	14%	45%	→

100% = Accomplished		→ = Continue/Modify		0% = No Progress	✗ = Discontinue
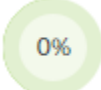
Goal 2: Create an environment to retain staff at all levels.

Performance Objective 3: Analyze current initiatives to determine relevance in order to balance workloads and extra responsibilities

    Evaluation Data Source(s) 3: Campus leadership will develop a plan to gather input from current staff and implement tools for showing value to staff members through Design and Campus Leadership teams.

    Summative Evaluation 3: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 3: working to make all work relevant and remove redundant work.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize staff surveys and exit interview data to build a culture of appreciation and job satisfaction.			3%	25%	50%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						
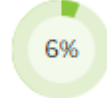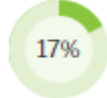
Goal 2: Create an environment to retain staff at all levels.

Performance Objective 4: Recruit staff for the purpose of long term employment

Evaluation Data Source(s) 4: Quantitative data from the Human Resources Dept

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: always working to attract quality staff.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize staff surveys and exit interview data to build a culture of appreciation and job satisfaction.			6%	17%	25%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 2: Create an environment to retain staff at all levels.

Performance Objective 5: Provide specific, targeted professional development with access to further collaboration to Teachers and Principals

    Evaluation Data Source(s) 5: Qualitative data from ATM meetings

    Summative Evaluation 5: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 5: staff development will be planned using teacher input.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff is involved in PD selection through Design Team and Visioning Panel.			14%	38%	70%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 3: Transform learning spaces to optimize student learning in a safe and secure environment

Performance Objective 1: Analyze, update and maintain safety measures and initiatives.

    Evaluation Data Source(s) 1: Campus Leadership Team will work with district level security personnel to continue to update safety plans.

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 1: work with district personnel to maximize safety on campus

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselor developed and implemented lessons based on ASCA standards. Target Population: Students	Counselor	Discipline referrals to office	0%	35%	65%	→
2) Staff briefing in understanding military children and families. Target Population: Staff	Principal, Counselor, SAFB School Liaison	Staff sign-in sheet and meeting agenda	4%	26%	65%	→
3) Staff will discuss Conscious Discipline implementation steps in professional learning teams to address social and emotional needs of students. Teams will use CD materials purchased to support implementation. Those include Shubert books, CD posters, Wish you Well Rituals, CD books, etc. Target Population: Students	Staff	Discipline referrals to office.	0%	11%	65%	→
		Funding Sources: 211 Title 1 Funds - 1849.00				
Additional Targeted Support Strategy Critical Success Factors CSF 6 4) Staff development based on teacher surveys in classroom management and positive discipline strategies. Target population: staff and students	campus administration, counselor, all staff	sign in sheets, discipline referrals to office	3%	23%	55%	→
		Funding Sources: 6100 Payroll Costs - 707.25				
5) Staff / team meetings to develop/ share ideas on discipline and classroom management. Target population: Students and Staff	Principal and all staff	sign in sheets	4%	24%	55%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 3: Transform learning spaces to optimize student learning in a safe and secure environment

Performance Objective 2: Develop a plan to transform learning spaces to ensure collaboration, innovation, and student engagement

Evaluation Data Source(s) 2: Campus Leadership Team will work with campus staff to continue to update and research ways to promote this plan

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: teachers are given opportunity to work to their strengths and develop classrooms in various manners that will encourage student success.
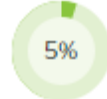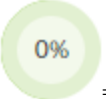
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Spaces are designed and teachers are encouraged to promote student collaboration through maker spaces and open seating. Classes are also encouraged to get out of the classroom and experience any space available.			6%	38%	75%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 3: Transform learning spaces to optimize student learning in a safe and secure environment

Performance Objective 3: Train teachers and staff to creatively support the learning and well-being of students

Evaluation Data Source(s) 3: District and campus level staff development consistent with campus and district level initiatives.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PBL 101, 201, along with opportunities for improving math and reading strategies through district provided PD.			5%	39%	60%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		
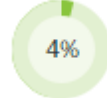
Goal 3: Transform learning spaces to optimize student learning in a safe and secure environment

Performance Objective 4: Maintain efficient and effective programs for Schoolwide and other Title IA, II, and IV services

Evaluation Data Source(s) 4:

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: working to gain greater understanding of needs and available resources.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Refer to district and work to ensure we are following guidelines.			4%	12%	30%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 3: Transform learning spaces to optimize student learning in a safe and secure environment

Performance Objective 5: Train all teachers and administrators in PBL in order to extend learning from student desk to the community and beyond

Evaluation Data Source(s) 5: This will be done through PBL 101, 201, and camp PBL days.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PBL 101 and 201.			9%	38%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 4: John Tower Elementary will create parent/community partnerships to promote opportunity, innovation and growth for all learners.

Performance Objective 1: Provide learning opportunities to improve home to school relationships

Evaluation Data Source(s) 1: Campus level committees will articulate strategies to include in the plan. These committees will include campus staff, parents, and community members.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Survey students, parents, teachers, community members regarding CBAS (local accountability) measures			7%	16%	45%	→
2) Begin to develop version of Read/Play/Talk program to promote reading in students of all ages.			9%	7%	10%	→
3) Hold family read nights as well as book fair, Fall Carnival, etc			5%	36%	75%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: John Tower Elementary will create parent/community partnerships to promote opportunity, innovation and growth for all learners.

Performance Objective 2: Establish ad strengthen community partnerships to address district needs

Evaluation Data Source(s) 2: Campus level committees will articulate strategies to include in the plan.

Summative Evaluation 2: Some progress made toward meeting Performance Objective
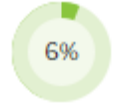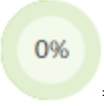
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Participate and promote Family Night In the Park twice yearly to improve parent-school relationships.			15%	31%	75%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: John Tower Elementary will create parent/community partnerships to promote opportunity, innovation and growth for all learners.

Performance Objective 3: Develop a means of evaluating the campus' performance in all educational levels that is reflective of the community's standards, values, and expectations

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Include parent participation in CIT, PTO, and open door policy to determine student success. Include parents in creation of campus vision and goals.			6%	38%	80%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

State Compensatory

Budget for John G. Tower Elementary:

Account Code	Account Title	Budget
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**

Personnel for John G. Tower Elementary:

Name	Position	Program	FTE
Fannie Sibayan	PreK paraprofessional		.75
Heather Whited	Reading Intervention Specialist		1
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)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

Name	Position	Program	FTE
Fannie Sibayan	Paraprofessessional	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	Heather Whited	teacher
Paraprofessional	Ruthie Daniels	paraprofessional
Classroom Teacher	Kristi Potts	teacher
Classroom Teacher	Bre Miller	teacher
Classroom Teacher	Kaylee Banks	teacher
Classroom Teacher	Mindy Cranford	teacher
Classroom Teacher	Hank Carter	teacher
Classroom Teacher	Andrea Bates	teacher
Classroom Teacher	Shelby Hodges	teacher
Classroom Teacher	Stacy Johnson	teacher
Community Representative	Stephanie Wood	community member
Community Representative	Mike Wenk	SAFB school liason

Campus Funding Summary

6100 Payroll Costs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	para training for at risk students	211 11 6129.00 103 430 000	$707.25
				Sub-Total	$707.25

211 Title 1 Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Conscious Discipline materials to support implementation		$1,849.00
				Sub-Total	$1,849.00
				Grand Total	$2,556.25