

Burkburnett Independent School District

John G. Tower Elementary

2022-2023 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 ever changing world.

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tower Elementary serves a diverse population of students from a smaller geographic area. The school is part of the Burkburnett ISD, while located within the Wichita Falls city limits. With slightly over 59.5% of our students connected to the military through Sheppard Air Force Base, our campus demographics are as follows:

African Americans- 13.7%

Hispanic- 22.5%

White- 49.8%

American Indian- .5%

Pacific Islander- 0

2+ races- 11.8%

Eco Dis- 33.6%

At-Risk- 39.6

Mobile Students- 21.2%

SPED- 13%

G.T.- 4.9%

ESL- 5.6%

Staff Demographics

Minority Staff- 4.7%

Demographics Strengths

The student population is very diverse and welcoming to new students regardless of race, ethnicity, or nationality. We are fortunate to have students from several countries that includes several NATO countries assigned to Sheppard Air Force Base.

Tower teachers attend both campus and district level professional development to help meet the needs of our student population. Our teachers are trained in partnership with ESC 9.

Weekly collaborative team meetings, collaborative lesson planning, and additional opportunities for collaborative planning help to ensure all students are provided instruction that is aligned to the TEKS.

Grade level class sizes are comparable to local, district, and state averages.

Student Learning

Student Learning Summary

Additional time and support is standard for students who demonstrate lack of proficiency on our Universal screenings and common assessments throughout the school year. When educational performance demonstrates a need for additional academic support, struggling students are placed into RTI groups targeting math and reading skills as identified by student performance for each common formative and summative assessment. Our RTI block is 45 minutes 4 days a week. The most recent student data is looked at and students are either placed in small groups with a teacher to remediate specific deficits in skill development, or are assigned to an enrichment classroom. These students are monitored on a weekly basis. Students in grades 3-5 that have not met approaching grade level receive 30 hours of accelerated instruction for math and reading. All targeted intervention occurs outside of the core instructional blocks. Accelerated instruction occurs outside of instruction, electives, and recess.

State Assessment Data-

3rd grade- Math-65% approaches, Reading-69% approaches

4th grade- Math- 66% approaches, Reading-66% approaches

5th grade- Math- 72% approaches, Reading-77% approaches

Student Learning 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 TEKS Resource System. Teachers Pre-K through 2nd grade have completed the Texas Science of Teaching Reading modules. Digital engagement strategies used with our 1:1 IPAD and chromebook digital learning initiative
- Good communication between parents and teachers
- Technology infused into every lesson, everyday
- 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.

Tower continually outperforms neighboring schools in a comparable geographic area with comparable student demographics.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Deficits in social/emotional skills are negatively impacting student behavior and academic success. **Root Cause:** Covid 19, Electronics, Resources and time to devote to Social Emotional Learning

Problem Statement 2: % of students not showing adequate yearly progress **Root Cause:** Attendance, Mobility Rate, Focus on achievement rather than growth, Paradigm shift-The Science of Teaching Reading

School Processes & Programs

School Processes & Programs Summary

Tower Elementary teachers plan collaboratively using curriculum and resources and the TEKS Resource System planning documents, the YAG, TEKS Verification Documents, Instructional Focus Documents, etc. Lesson plans include clear learning targets, higher level thinking, differentiation based on students needs and activities aligned to the TEKS. Guided Math and the Texas Science of Teaching Reading are used in planning Math and ELAR. Other programs used include Mindplay, STEMScopes, and IReady. Project based learning is the instructional model used at Tower Elementary.

Common assessments are used at the end of each unit, or Unit of study. Data from these assessments as well as other data points (MAP results and formative assessments) are used to determine how to best meet the needs of students. Intervention plans are developed for RTI based on assessment and classroom data. The mster schedule is designed to maximize teacher time to collaborate with colleagues.

Campus level staff development is conducted throughout the year to improve teacher efficacy using researched based best practices in academics and behavior.

Ideally, students are challenged to the highest levels possible for each individual to prepare them to become life-long learners. This includes literacy, numeracy, and the beneficial use of technology in the 21st century. We are a one-to-one campus, meaning that each student is issued a device for student use in the classroom

School Processes & Programs Strengths

The campus works to provide immediate interventions to students in need of assistance.

Our staff continues to improve in the use of data to provide targeted interventions.

Teachers share effective teaching practices after analyzing to ensure students are successful.

All Tower staff are Highly Qualified.

Weekly collaborative lesson planning and CTMs occur for each grade level team.

Tower teachers utilize technology and Project Based Learning regularly in classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A recent downturn in parent and community involvement **Root Cause:** Covid 19 Closed Campuses Lack of Awareness Economic turnover

Perceptions

Perceptions Summary

Tower Elementary uses a collaborative approach to include all stakeholders. The school environment is positive and focused on student achievement and social growth. Students attending TES feel safe and are eager to attend classes. The staff is supportive, respectful, and strive to work collaboratively with each other, parents, and other stakeholders.

Students have the opportunity to participate in activities such as UIL, Honor Choir, Percussion, and Robotics.

Parents are invited to Meet the Teacher, field trips, Parent-teacher conferences, Kindergarten roundup, and a variety of PTO activities.

Perceptions Strengths

TES is a safe, positive learning environment.

Students feel comfortable and like coming to school.

TES has a strong PTO that encourages interaction outside the classroom between parents and teachers.

Priority Problem Statements

Problem Statement 1: Deficits in social/emotional skills are negatively impacting student behavior and academic success.

Root Cause 1: Covid 19, Electronics, Resources and time to devote to Social Emotional Learning

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: Tower Elementary will focus on social emotional learning for all students to improve student achievement and behavior.

Performance Objective 1: We will implement social emotional lessons one time a week.

High Priority

Evaluation Data Sources: master schedule
Lesson from Zone of Regulation Book





Strategy 1 Details	Reviews			
<p>Strategy 1: Master schedule adjusted to allow teacher time to teach Zones lessons</p> <p>Strategy's Expected Result/Impact: To increase student behavior regulation resulting in more instructional time</p> <p>Staff Responsible for Monitoring: Specialists, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers required to have a safe space in classroom and the Zones posted. Students will create their toolbox to learn to regulate emotions</p> <p>Strategy's Expected Result/Impact: Student emotional regulation increasing instructional time</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
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Goal 1: Tower Elementary will focus on social emotional learning for all students to improve student achievement and behavior.

Performance Objective 2: We will train staff in Zones of Regulation and use the strategies in classes throughout the year

High Priority





Evaluation Data Sources: sign in sheet, walk throughs, office referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: The Tower Elementary staff will be trained by Region 9 in the implementation of the zones of regulation in the classroom</p> <p>Strategy's Expected Result/Impact: Teachers will have the tools to help students regulate their behavior increasing instruction time and student success.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will implement the zones of regulation in the classroom with the help of the teachers.</p> <p>Strategy's Expected Result/Impact: Students will be able to recognize and better regulate their emotions as well as having tools to deal with them.</p> <p>Staff Responsible for Monitoring: teachers, paraprofessionals, administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
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Goal 1: Tower Elementary will focus on social emotional learning for all students to improve student achievement and behavior.

Performance Objective 3: We will inform parents in order to work together to help students' understanding of their SEL needs.





Evaluation Data Sources: Parent, teacher, student compact, parent-teacher conferences, Zones of Regulation pages sent home.

Strategy 1 Details	Reviews			
<p>Strategy 1: Early intervention with parents using SST's on student behavior</p> <p>Strategy's Expected Result/Impact: Forming a partnership with parents for early behavior intervention to increase academic outcomes</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, At-risk coordinator, Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use behavior RTI as an intervention to address student behavior.</p> <p>Strategy's Expected Result/Impact: An increase in instructional time and academic improvement</p> <p>Staff Responsible for Monitoring: Teachers, Behavior specialists, Administration, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
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Goal 2: Tower Elementary will increase the percentage of students reaching their yearly growth goals.

Performance Objective 1: Teachers will work with students to develop individual, appropriate goals to meet growth targets.





Evaluation Data Sources: plan for each student

Strategy 1 Details	Reviews			
<p>Strategy 1: Use MAP data and other campus data to gauge student current levels to adjust instruction, and to group students for targeted instruction in RTI.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and growth</p> <p>Staff Responsible for Monitoring: Teachers, PLC's Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create a system for students to gauge and monitor their own growth goals</p> <p>Strategy's Expected Result/Impact: Increased student responsibility in meeting their growth goals resulting in increased student performance outcomes</p> <p>Staff Responsible for Monitoring: Teachers and specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Tower Elementary will increase high quality instructional materials aligned to instructional planning calendars and interim and formative assessments.





Performance Objective 1: Tower Elementary will improve tier 1 instruction

Evaluation Data Sources: Lesson plans, Coaching feedback, walk through data, PLC's, Appraisal Calendar

Strategy 1 Details	Reviews			
Strategy 1: Administrators and specialists will review lesson plans for content, pacing, and alignment, and will meet with teachers for coaching opportunities to ensure implementation of quality lessons	Formative			Summative
	Oct	Jan	Mar	June
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Goal 3: Tower Elementary will increase high quality instructional materials aligned to instructional planning calendars and interim and formative assessments.





Performance Objective 2: Tower Elementary will use high quality instructional planning materials to focus and align TEKS based instruction in the classroom.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement the science of teaching reading in the classroom and will use district approved materials.</p> <p>Strategy's Expected Result/Impact: Improvement in student reading skills leading to student success</p> <p>Staff Responsible for Monitoring: specialists, administration</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District Curriculum personnel will create math and reading unit assessments</p> <p>Strategy's Expected Result/Impact: To increase test validity and ensure backwards design</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Tower Elementary will use data to drive instruction

Performance Objective 1: Campus instructional leaders and teachers will review and disaggregate data to track and monitor instruction as well as provide small group instruction and RTI for students in need





Evaluation Data Sources: MAP growth tests, Unit tests, formative and summative assessments, and state assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Tower will use the MAP learning continuum RTI band guide Strategy's Expected Result/Impact: To build small groups and RTI groups based on skill and/or TEKS allowing groups to be fluid and to work on targeted skills for student success Staff Responsible for Monitoring: specialists, administration</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive staff development in data protocols Strategy's Expected Result/Impact: Effective use of data Staff Responsible for Monitoring: specialists, administrators</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Tower Elementary will use data to drive instruction

Performance Objective 2: Teachers will set students goals and have students take individual responsibility for their growth and success

Evaluation Data Sources: Charts, journals, graphs

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create systems for students to track their reading growth Strategy's Expected Result/Impact: An increase in student reading growth Staff Responsible for Monitoring: administration</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create systems for students to track math growth Strategy's Expected Result/Impact: An increase in student math growth Staff Responsible for Monitoring: Administratin</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
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State Compensatory

Budget for John G. Tower Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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Personnel for John G. Tower Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bess Johnson	Counselor	0.5
Lauren Pennington	paraprofessional	1
Ruthie Daniels	paraprofessional	0.5
Spring Betham	paraprofessional	1
Tammy Etheredge	paraprofessional	1
Teri Brownfield	Reading specialist	1
Tina Sasso	paraprofessional	1