

Fort Worth Independent School District
229 Overton Park Elementary School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission for Overton Park Elementary is to provide a comprehensive educational program that meets instructional, emotional, and safety needs of ALL students and prepares them for a pluralistic society.

Vision

The vision of Overton Park Elementary School is to develop students as lifelong learners who will strive to maximize their potential academically and socially in our global society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Students - 522

ED - 37

GT 157students (first - fifth)

SPED - 58 students

504 - 26 students

Dyslexia - 9 students

LEP - 76students

White - 414 students

Asian - 29 students

AA - 16 students

H - 63students

All teachers in K - 5 are certified GT 3 SPED teachers - PPCD, Resource, Speech Half time High percentage of GT All grade levels in compliance - 22/1 or less

Demographics Strengths

Our community is stable with minimal turnover. We do not have demographic groups that are large enough to count for comparison purposes. Our at-risk percentage is also minimal.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our community is not particularly economically diverse. This can make it difficult for some students to assimilate into the school culture. **Root Cause:** The cost of living in the area is high and prohibits some families from locating in the Overton Park attendance boundary. We have two apartment complexes. We always are in competition with the private schools. A portion of our community never enrolls in public school.

Student Learning

Student Learning Summary

Fill in MAP and benchmark and 2019 scores.

2019 STAAR

3rd Math 98/87/56

3rd Rdg. 98/88/75

4th Math 97/86/67

4th Rdg. 97/87/68

4th Writ. 95/80/40

5th Math 100/94/80

5th Rdg. 100/91/66

5th Sci. 94/82/48

Dec. benchmark

3rd Math 67/13/13 Taught 84/49/22

3rd Rdg. 97/59/27

4th Math 69/23/5 Taught 91/51/23

4th Rdg 98/79/51

4th Writing (Feb.) 90/73/33

5th Math 95/51/15 Taught 98/81/60

5th Rdg. 98/84/47

5th Science 75/34/11 Taught 81/53/20

MAP Math

Kindergarten Fall 98% Winter 98% Observed Growth 5
First Grade Fall 95% Winter 88% Observed Growth 8
Second Grade Fall 99% Winter 97% Observed Growth 6
Third Grade Fall 98% Winter 95% Observed Growth 5
Fourth Grade Fall 95% Winter 95% Observed Growth 7
Fifth Grade Fall 97% Winter 96% Observed Growth 6

MAP Reading

Kindergarten Fall 99% Winter 98% Observed Growth 5
First Grade Fall 99% Winter 98% Observed Growth 9
Second Grade Fall 98% Winter 96% Observed Growth 7
Third Grade Fall 99% Winter 98% Observed Growth 4
Fourth Grade Fall 99% Winter 98% Observed Growth 4
Fifth Grade Fall 98% Winter 98% Observed Growth 4

Student Learning Strengths

Students are strong readers and scores are consistently high. Students value reading and strive to meet qualifications for the honor roll, UIL participation, and the Millionaire's Club. The library circulation is one of the highest in the district per capita. Students read a variety of genres and are taught the characteristics. The reading program is supplemented with novel units and other materials that motivate and stretch learners.

Students and parents value education and expect the high expectations as the norm.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: First grade math students increased their mean RIT score from 169.5 to 177.3; however, the percentile decreased from 95 to 88 percentile from BOY to

MOY. **Root Cause:** Due to Covid the instructional delivery was negatively impacted by the loss of effective hands-on instruction for both virtual and face-to-face learners.

Problem Statement 2: The third grade MAP reading proficiency scores predicted 79% of the students will score meets/masters on the 2021 STAAR; however, the December benchmark only predicted 59% would reach meets/masters. This is a 29% decrease from the 2019 STAAR. **Root Cause:** The decrease occurred due to the loss of instruction during the Covid Quarantine in the Spring of 2020. This impacted instruction during the current school year as there were student gaps that necessitated remediation and then acceleration.

Problem Statement 3: Fifth grade science benchmark in December 2020 indicated 75% of the students scored approached and 34% scored meets/masters; however, 94% scored approached in 2019 on STAAR and 82% meets/masters. This is a decrease of 19% in approaches and a decrease of 37% in meets/masters. **Root Cause:** There is not a solid comprehensive hands-on science plan for grades K-4. This leaves the 5th grade program remediating skills and vocabulary from previous grades in order to solidify foundational skills.

School Processes & Programs

School Processes & Programs Summary

Instructional Processes: Instructional strategies are varied with an emphasis on cross curricular opportunities and hands-on learning. Technology is integrated into instructional plans at all grade levels. Multiple data sources are disaggregated to identify instructional needs and levels. Progress monitoring is an ongoing process that is a continual conversation in Admin. meetings and PLCs.

Curricular: Teachers follow the curriculum framework and supplement with materials that stretch learners and meet their high expectations. This includes authentic learning opportunities, novel units, conceptual mathematics projects and science lab. In addition, programs and performances are included in the OPE curriculum to encourage reading, writing, speaking, and performing.

Personnel: All teachers are highly qualified. Teachers at OPE must complete G/T requirements because of the large percentage of identified students and/or "talent pool" students. This also allows for maximum flexibility in placing students in classroom strategically. Prospective teachers are recruited throughout the year by administration and staff. Student teachers are hosted on the campus to "give back" to the profession and allow the campus to evaluate prospective talent. Teachers are collaborative and work well within their grade level and vertical teams. The culture of the building is excellent and supportive of each other personally and professionally. The retention rate is excellent. There are no teacher requesting transfers. The only teachers leaving are because of family relocating out of state and due to pregnancy.

Organizational: The organizational structure prioritize the students' needs and how they will best succeed. Lower grades are self-contained with grade 3-5 are organized with teacher teams. This can vary each year as enrollment patterns change, but is the basic plan for 2021-2022. Teachers are placed into grade level and assignments with great thought. Team teachers have to be compatible and be able to teach to their strengths. Intervention groups are data driven with students identified and served in the classroom and through Tier 3 pull-out. This is more prevalent in the primary grades as the foundational skills are solidified to maximize students reading at or above grade level by grade 3. All schedules are designed to minimize interruptions and maximize instructional time. This includes coordination of auxiliary schedules such as library, lunch, recess, SPED, speech etc.

Administrative: There are two administrators on the campus - Principal and Assistant Principal. We work collaboratively with defined responsibilities. We meet each morning to process the day's tasks. In addition, we meet weekly with the counselor and diagnostician to refer all aspects of the instructional programs and track students "in the wheel" that need attention. This practice has been successful as it allows administration to stay informed of all aspects of the school program and needs.

School Processes & Programs Strengths

The strengths at OPE include, but are not limited to, a comprehensive schedule that maximize time on task, a cohesive staff that works collaboratively for the best for ALL children, and an outstanding staff that is dedicated to the students, the school, and the community. The level of tier 1 instruction is "on target" and the majority of the students fall in this category. By differentiating practices, schedules, and understanding individual needs of each child, our staff is able to promote growth and positive results.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although we have multiple strengths, we continue to fine tune practices that accommodate the special needs for ALL students. This includes a deep understanding of programs and requirement/documentation such as RTI, 504 and SPED referrals. The coordination of interventions and the selection of materials is paramount to the success of the students. **Root Cause:** Because most of our students are score in the 80% or higher, teachers must focus on prerequisite skills in order to identify and fill gaps in learning. The knowledge of vertical alignment, approved materials and expectation and expectations changes and teachers must evolve and adjust practices.

Perceptions

Perceptions Summary

We believe the majority of our students are capable of achieving at the meets/masters level and all students are capable of making at least a full year's growth as measured by: F&P, MAP Growth, MAP Fluency, TEA, TxCLI, and STAAR.

We believe that the reading curriculum must be supplemented with additional resources to meet the needs of all level of our students, but especially our high level learners.

We believe that putting the best people in the best place utilizing their strengths increases our student achievement while keeping the school climate positive.

We believe that the master schedule influences student growth and attention. This includes optimizing teacher certification and performance by choosing a self contained classroom setting vs a departmentalized setting.

We believe that by implementing long-term planning of the calendar, activities are strategically placed to minimize instructional interference and maximize time on task.

Perceptions Strengths

Our community supports and expects the highest levels of instruction from our staff.

Our community partners provides fiscal support to supplement the instructional program and other needs of the campus.

The school environment prioritizes reading and our students embrace learning to read and reading to learn.

Teacher turnover is minimal; therefore the cohesiveness and consistency of the instructional program is maintained.

There is a culture in the building that exemplifies staff supporting each other both personally and professionally.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Because the majority of our students achieve at a high level, it is challenging to implement change to continue student and teacher growth. **Root Cause:** Fear of change. Staff is reluctant to embrace change as they do not want to risk failure or a decrease in student performance.

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
- 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
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Early Literacy





Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 44% to 85% by May, 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: BOY and EOY Circle summary scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase phonological awareness for all learners by increasing time on task, differentiating instruction, and utilizing technology that aligns with TEKS and early childhood priorities.</p> <p>Strategy's Expected Result/Impact: Students will show at least a year's growth as measured by Circle and F and P.</p> <p>Staff Responsible for Monitoring: Balderston, Felker, and R. Hyde Smith and Haro</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide differentiated instructional strategies for all learners through small group and center activities that align with early childhood standards and promote accelerated learning.</p> <p>Strategy's Expected Result/Impact: Students will show at least a year's growth on Circle and F and P.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Early Literacy

Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from __% to __% by May 2022.

K - 10% to 15% oral reading -- 94% to 85% Foundational

1st- 15% to 65% oral reading-- 84%% to 35% Foundational

2nd- 75% to 85% oral reading -- 24%% to 8% Foundational





3rd- 85% to 95% oral reading--10% to 5%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP, Fountes and Pinnell

Strategy 1 Details	Reviews			
<p>Strategy 1: Curriculum will be supplemented/supported to align with state standards and allow for differentiated instructional levels of all students for grades K - 3.</p> <p>Strategy's Expected Result/Impact: Map fluency scores will show increased growth and progress for all students that meets or exceeds the national standard in grades K - 3.</p> <p>Staff Responsible for Monitoring: Woods, Kirk, Parker, Evert, Arriaga, Hannan (K) Walker, Hobbs, Addington, Hartz (1) Hyde, Ryan, Hughes, Sandberg (2) Quinn, Hearn (3) Smith, Haro (admin.)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: F and P replacement books - SCE (199 PIC 24) - 199-11-6399-001-229-24-313-000000- - \$1,392</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a comprehensive professional learning plan that targets all students' fluency proficiency and teachers' understanding of the MAP test and indicators.</p> <p>Strategy's Expected Result/Impact: MAP fluency scores will show growth and progress for all students relative to their individual levels from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Mays, Smith and Haro</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers in grades K - 3 and administrators will complete the requirements of the Reading Academy and apply fluency strategies that are learned to increase the fluency levels of all students from BOY to EOY.</p> <p>Strategy's Expected Result/Impact: All students will increase their fluency as measured by MAP and F and P by at least a year.</p> <p>Staff Responsible for Monitoring: Arriaga, Woods, Kirk, Hannan, Evert, Parker (K) Walker, Addington, Hobbs,, Hartz (1) Browning, Hyde, Barcus, Hughes (2) Hearn, Quinn, Martin (3) Haro, Smith (admin.)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Early Literacy

Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from __% to __% by May 2022.

K - 90% to 95%

1st - 90% to 95%

2nd - 90% to 95%

3rd - 90% to 95%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP

Goal 1: Early Literacy

Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 4: Identify and integrate resources into the curriculum that allow all students to advance their learning commiserate with their individual goals and increase meets and masters for third - fifth grade STAAR by at least 1% by May, 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP BOY, MOY, EOY
STAAR

Goal 2: Early Math





Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 50% by May, 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Circle - EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize available data sources to identify and supplement the standard curriculum to expand the opportunity for growth for high level students who enter PK already mastering PK Math standards.</p> <p>Strategy's Expected Result/Impact: All students will meet and/or exceed grade level standards and show at least a year's progress from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Balderston, Felker, and R. Hyde Haro and Smith</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development opportunities to align with vertical standards and/or pre-requisite skills to meet the needs of all PK students.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Early Math

Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from __% to __% by May 2022.

Vocabulary - 25% to 90%

Spelling - 25% to 50%

Letter Sounds - 25% to 60%

Blending - 25% to 75%





Listening Comprehension - 25% to 75%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TX-KEA

Strategy 1 Details	Reviews			
<p>Strategy 1: The kindergarten curriculum will be reviewed and revised along with the BOY scores reviewed to determine the beginning levels of ALL students. The OPE program will incorporate vertical skills to challenge students working above grade level. Additional curriculum will be developed to ensure all students are at an appropriate instructional level with the opportunity to make at least a year's growth in mathematics.</p> <p>Strategy's Expected Result/Impact: All kindergarten students will show growth as measured by the MAP mathematics instrument and the TX-KEA.</p> <p>Staff Responsible for Monitoring: Arriaga, Woods, Evert, Hannan, Kirk, Parker (teachers) Smith and Haro (admin.)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Early Math

Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024

Performance Objective 3: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed projected growth on MAP Growth from ___% to ___% by May 2022.

K - 90% to 95%

1st - 85% - 90%





2nd - 85% - 90%

3rd - 85% to 90%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth - BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: The MAP scores will be aligned with grade level and vertical curriculum to access the need for supplemental/accelerated and/or intervention activities.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Early Math

Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024

Performance Objective 4: Show incremental improvement on district benchmarks, curriculum assessments, and classwork that tracks progress through the year. Align instruction with the data results to maximize time on task for specified high leverage TEKS/concepts.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: District benchmarks

Chapter tests

Classwork

Strategy 1 Details	Reviews			
<p>Strategy 1: Benchmark and formative assessments will be administered at least twice a year to allow the data to drive instructional decisions for ALL students. Data meetings will be held at least once a six weeks to follow progress at the campus, classroom and student levels.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June, 2024.


Performance Objective 1: Increase the percentage of 3rd grade students scoring at MEETS or MASTERS on STAAR Reading from 92% to 93% by May, 2022. Increase the percentage of 4th grade students scoring MEETS or MASTERS on STAAR Reading from 89% - 91% by May, 2022. Maintain the percentage of grade 5 students scoring MEETS or MASTERS at 95% or above on the 2022 STAAR. All students, including special education will be compiled in the data.


Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: 2022 STAAR reading scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend targeted professional development to align with the needs of the OPE students that are working at or above level. This will include the FWISD Reading Academy for third grade teachers, and PD for the development and application of high impact strategies for inferencing and expanding basic knowledge. PD will also include refresh on RTI, 504, and RTI procedures and accommodations.</p> <p>Strategy's Expected Result/Impact: Students in grades 3 - 5 will maintain high expectations for all students with an overall increase of student achievement and growth on STAAR and MAP tests.</p> <p>Staff Responsible for Monitoring: Hearn, Quinn, Martin, Shelton (3rd teachers) Williams, Cunningham, Hoelke, (4th grade) Patterson, Yager, Byrd (5th grade) Haro, Smith (admin.)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 3: CCMR





Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June, 2024.

Performance Objective 2: Increase the percentage of all 3rd grade students scoring at MEETS or MASTERS on STAAR Math from 85% to 90% by May, 2022. Increase the percentage of all 4th grade students scoring at MEET or MASTERS on STAAR Math from 85% to 90% by May, 2022. Increase the percentage of all 5th grade students scoring at MEETS or MASTERS on STAAR Math from 85% to 90% by May, 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR 2021, 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Review all curricular materials in order to most effectively align materials with instructional levels in language arts and math. Emphasis will be on materials and authentic activities that will enhance the program for accelerated learners.</p> <p>Strategy's Expected Result/Impact: Increase in meets and masters scores in reading and math.</p> <p>Staff Responsible for Monitoring: Teacherssss</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will become certified in GT and/or do their renewal hours. Emphasis will be on authentic learning activities across content areas.</p> <p>Strategy's Expected Result/Impact: Increased authentic activities that encourage higher level processing of skills.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR





Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June, 2024.

Performance Objective 3: Supplement and/or extend the math curriculum to assure all students are challenged at their identified instructional levels as indicated by BOY MAP scores.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP
STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Pathblazer will be used to supplement students in mathematics to further challenge and support learning.</p> <p>Strategy's Expected Result/Impact: Higher scores on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the BOE constraints)





Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number of students who are chronically absent from 20 students to 5 students by May, 2022. This will increase our overall attendance by 1%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Daily and weekly attendance reports.
Six week reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor the attendance of ALL students and follow up with a system (TBD) to communicate early each day with families when students are out.</p> <p>Strategy's Expected Result/Impact: Students attendance will improve and unexcused absences will decrease.</p> <p>Staff Responsible for Monitoring: Judy Franke Kayla Kopp</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Refer students with extensive unexcused absences to the district attendance support personel for appropriate counseling and/or action.</p> <p>Strategy's Expected Result/Impact: Attendance will improve and result in improved student progress/achievement and a positive school culture.</p> <p>Staff Responsible for Monitoring: Judy Franke Minerva Soto</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from ___% to ___% by May, 2022. (Grades 3 -5)

Supportive relationships - 85% to 90%

Social Awareness - 75% - 80%

Sense of Belonging - 75% - 80%

T/S Relationships - 70% - 75%

Engagement - 70% - 75%


Emotion Regulation - 55% - 65%


Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Progress will be monitored throughout the year to determine a pulse of the building culture and allow for adjustments/open communication by all stakeholders.</p> <p>Strategy's Expected Result/Impact: Positive survey results with defined areas to improve</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.





Performance Objective 3: Increase the number of students recognized by various awards (i.e. Honor Roll, Attendance Award, Millionaires Club, AR goals, UIL) by 5%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Report cards

- Attendance reports
- Millionaires Club
- AR reports
- UIL participants
- Math Bee Winners
- Spelling Bee Winners
- OPE Scholar
- Ann Brannon Awards

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a comprehensive calendar of events that allow students to participate in numerous activities beyond the instructional program.</p> <p>Strategy's Expected Result/Impact: ALL students have an opportunity to participate in varied activities and be rewarded for their achievements and effort.</p> <p>Staff Responsible for Monitoring: Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the BOE constraints)





Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of ALL parents on Engagement on the district's Parent Survey from 75% to 85% by May 2022.
Engagement -

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Timely communication through multiple sources will provide updates and vital information to all parents and stakeholders.</p> <p>Strategy's Expected Result/Impact: Increased involvement and communication</p> <p>Staff Responsible for Monitoring: Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Community involvement will increase by identifying and soliciting participation by interested parents/community members.</p> <p>Strategy's Expected Result/Impact: Increased involvement</p> <p>Staff Responsible for Monitoring: Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Campus Funding Summary

SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	F and P replacement books	Supplies and materials for instructional use	199-11-6399-001-229-24-313-000000-	\$1,392.00
Sub-Total						\$1,392.00
Budgeted Fund Source Amount						\$1,392.00
+/- Difference						\$0.00
Grand Total						\$1,392.00