

# Fort Worth Independent School District

## 229 Overton Park Elementary School

### 2023-2024 Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps



# **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

Revised/Approved: April 4, 2023

## Demographics

### Demographics Summary

Overton Park was established in the 2020-2021 school year. Overton Park is starting the fourth year. The enrollment has grown each year with anticipation of this trend continuing due to the new construction in the attendance zone.

The community is active with a high percentage of parental involvement. Over 75% of the families joined PTA. There is also an active Dad's club and grandparent support.

The OPE SBDM consists of teachers, parents, business members, a district representative, and a non-teaching professional from the school. We are required to meet 6 times a year to review campus needs, issues, and update CIP.

OPE has an active after school enrichment program (clubs) which includes a 3rd-5th grade running club, Chess Club, Guitar Class, Cheerleading, Journalism and about 10 - 12 other offerings; about 50% of the students participate. The school also has an after school Spanish class offered by an outside vendor.

Summary of demographics: This will be added when enrollment is completed for 2023 - 2024.

### Demographics Strengths

- History of academic high achievement
- Teacher certification - all teachers have the FWISD GT certification
- at least one teacher per grade level has an ESL certification
- Low mobility rate of students
- Low turnover of staff
- Population growing

- Low student retention rate
- Low rate of discipline referrals
- Outstanding community support and involvement
- Student extra curricular opportunities for students: UIL, millionaire club, math and spelling bee; running club; La Puerta Spanish
- Teachers participate in extra curricular sponsorships
- Student/teacher ratio at or below 22:1 in all grade levels
- High interest in the school as indicated by number of transfer requests into the school from other areas
- large % of parent support
- community is well-educated and maintains high expectations for all members: students and staff alike

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students entering PK and K range from age 4 - 6 upon entering. Students have a large range of diverse abilities. **Root Cause:** Parents want to "redshirt" young children who they feel are not quite ready for the age related placement and request students be placed where they are the oldest in the class, not the youngest. Early Childhood has not aligned PD to the range of abilities entering PK and K. This means it is incumbent on Overton Park staff to be able to adapt and supplement the curriculum and differentiate.

**Problem Statement 2:** OPE has three PK classes but only two fill with our attendance area. There are few qualified students by federal standards. **Root Cause:** A third class was added when the school opened because of an issue with enrollment procedure. This should be corrected by moving the third unit to a school with more qualifiers.

**Problem Statement 3 (Prioritized):** Attendance rates are down for both teachers and students. (Insert EOY rate) **Root Cause:** The number of unexcused absences based on travel of families is an issue. PK is not considered in the attendance recovery policies, and parents do not perceive PK as mandatory. Teacher attendance rates are down due to family illness, personal days, and employee illness. A comprehensive incentive program needs to be developed and implemented for staff and students.

**Problem Statement 4:** Our community has some students who attend private school starting in PK. These students seldom change to public school. One of the city's prestigious private schools is in our attendance area. In addition, some students move to private school for 5th or 6th grade for middle and high school. **Root Cause:** OPE needs to recruit these students for PK and offer tours and events throughout the year to promote our school. The website needs to stay updated, and the pyramid needs to be promoted.

# Student Learning

## Student Learning Summary

<b>3rd Grade Math</b>	<b>Avg.</b>	<b>App.</b>	<b>Mts.</b>	<b>Mas.</b>		<b>3rd Grade Reading</b>	<b>Avg.</b>	<b>App.</b>	<b>Mts.</b>	<b>Mas.</b>						
<b>Dec. BM 2020</b>	<b>60%</b>	<b>67%</b>	<b>13%</b>	<b>2%</b>		<b>Dec. BM 2020</b>	<b>76%</b>	<b>97%</b>	<b>59%</b>	<b>27%</b>						
<b>Nov. BM 2021</b>	<b>66%</b>	<b>82%</b>	<b>31%</b>	<b>6%</b>		<b>Nov. BM 2021</b>	<b>75%</b>	<b>93%</b>	<b>60%</b>	<b>24%</b>						
<b>Nov. BM 2022</b>		<b>85%</b>	<b>26%</b>	<b>5%</b>		<b>Nov. BM 2022</b>		<b>95%</b>	<b>56%</b>	<b>23%</b>						
<b>Mar. BM 2022</b>	<b>79%</b>	<b>94%</b>	<b>69%</b>	<b>38%</b>		<b>Mar. BM 2022</b>	<b>80%</b>	<b>96%</b>	<b>81%</b>	<b>49%</b>						
<b>Feb. Interim 2023</b>		<b>89%</b>	<b>62%</b>	<b>21%</b>		<b>Feb. Interim 2023</b>		<b>89%</b>	<b>73%</b>	<b>32%</b>						
<b>STAAR 2021</b>	<b>89%</b>	<b>98%</b>	<b>88%</b>	<b>74%</b>		<b>STAAR 2021</b>	<b>85%</b>	<b>95%</b>	<b>87%</b>	<b>74%</b>						
<b>STAAR 2022</b>	<b>89%</b>	<b>100%</b>	<b>94%</b>	<b>85%</b>		<b>STAAR 2022</b>	<b>87%</b>	<b>97%</b>	<b>94%</b>	<b>73%</b>						
<b>STAAR 2023</b>	<b>76%</b>					<b>STAAR 2023</b>	<b>71%</b>									
<b>4th Grade Math</b>	<b>Avg.</b>	<b>App.</b>	<b>Mts.</b>	<b>Mas.</b>		<b>4th Grade Reading</b>	<b>Avg.</b>	<b>App.</b>	<b>Mts.</b>	<b>Mas.</b>						
<b>Dec. BM 2020</b>	<b>58%</b>	<b>69%</b>	<b>28%</b>	<b>5%</b>		<b>Dec. BM 2020</b>	<b>82%</b>	<b>99%</b>	<b>79%</b>	<b>52%</b>						
<b>Nov. BM 2021</b>	<b>59%</b>	<b>72%</b>	<b>22%</b>	<b>12%</b>		<b>Nov. BM 2021</b>	<b>75%</b>	<b>89%</b>	<b>55%</b>	<b>26%</b>						
<b>Nov. BM 2022</b>		<b>99%</b>	<b>77%</b>	<b>42%</b>		<b>Nov. BM 2022</b>		<b>99%</b>	<b>87%</b>	<b>52%</b>						
<b>Mar. BM 2022</b>	<b>78%</b>	<b>97%</b>	<b>74%</b>	<b>49%</b>		<b>Mar. BM 2022</b>	<b>82%</b>	<b>96%</b>	<b>78%</b>	<b>51%</b>						
<b>Feb. Interim 2023</b>		<b>100%</b>	<b>91%</b>	<b>82%</b>		<b>Feb. Interim 2023</b>		<b>97%</b>	<b>91%</b>	<b>85%</b>						
<b>STAAR 2021</b>	<b>87%</b>	<b>97%</b>	<b>91%</b>	<b>79%</b>		<b>STAAR 2021</b>	<b>85%</b>	<b>97%</b>	<b>90%</b>	<b>54%</b>						
<b>STAAR 2022</b>	<b>85%</b>	<b>98%</b>	<b>92%</b>	<b>76%</b>		<b>STAAR 2022</b>	<b>86%</b>	<b>100%</b>	<b>87%</b>	<b>68%</b>						
<b>STAAR 2023</b>	<b>80%</b>					<b>STAAR 2023</b>	<b>75%</b>									
<b>5th Grade Math</b>	<b>Avg.</b>	<b>App.</b>	<b>Mts.</b>	<b>Mas.</b>		<b>5th Grade Reading</b>	<b>Avg.</b>	<b>App.</b>	<b>Mts.</b>	<b>Mas.</b>		<b>5th Grade Science</b>	<b>Avg.</b>	<b>App.</b>	<b>Mts.</b>	<b>Mas.</b>
<b>Dec. BM 2020</b>	<b>70%</b>	<b>95%</b>	<b>51%</b>	<b>15%</b>		<b>Dec. BM 2020</b>	<b>85%</b>	<b>98%</b>	<b>84%</b>	<b>47%</b>		<b>Dec. BM 2020</b>	<b>70%</b>	<b>75%</b>	<b>34%</b>	<b>11%</b>
<b>Nov. BM 2021</b>	<b>68%</b>	<b>87%</b>	<b>57%</b>	<b>20%</b>		<b>Nov. BM 2021</b>	<b>82%</b>	<b>94%</b>	<b>79%</b>	<b>60%</b>		<b>Nov. BM 2021</b>	<b>59%</b>	<b>58%</b>	<b>10%</b>	<b>0%</b>
<b>Nov. BM 2022</b>		<b>98%</b>	<b>76%</b>	<b>41%</b>		<b>Nov. BM 2022</b>		<b>100%</b>	<b>86%</b>	<b>38%</b>		<b>Oct. BM 2022</b>	<b>63%</b>	<b>68%</b>	<b>15%</b>	<b>6%</b>
<b>Mar. BM 2022</b>	<b>78%</b>	<b>93%</b>	<b>80%</b>	<b>46%</b>		<b>Mar. BM 2022</b>	<b>83%</b>	<b>97%</b>	<b>84%</b>	<b>52%</b>		<b>Mar. BM 2022</b>	<b>73%</b>	<b>84%</b>	<b>45%</b>	<b>16%</b>
<b>Feb. Interim 2023</b>		<b>100%</b>	<b>83%</b>	<b>55%</b>		<b>Feb. interim 2023</b>		<b>98%</b>	<b>90%</b>	<b>60%</b>		<b>Feb. Interim 2023</b>		<b>87%</b>	<b>52%</b>	<b>16%</b>
<b>STAAR 2021</b>		<b>100%</b>	<b>98%</b>	<b>78%</b>		<b>STAAR 2021</b>		<b>100%</b>	<b>95%</b>	<b>84%</b>		<b>STAAR 2021</b>		<b>97%</b>	<b>74%</b>	<b>49%</b>
<b>STAAR 2022</b>		<b>95%</b>	<b>84%</b>	<b>68%</b>		<b>STAAR 2022</b>		<b>95%</b>	<b>89%</b>	<b>73%</b>		<b>STAAR 2022</b>		<b>95%</b>	<b>78%</b>	<b>51%</b>
<b>STAAR 2023</b>	<b>79%</b>					<b>STAAR 2023</b>	<b>83%</b>					<b>STAAR 2023</b>	<b>69%</b>			

Kindergarten Fall 99% Winter 99% Observed Growth 9 Spring 99% Observed Growth 15

First Grade Fall 98% Winter 96% Observed Growth 11 Spring 98% Observed Growth 22

Second Grade Fall 99% Winter 99% Observed Growth 7 Spring 99% Observed Growth 20

Third Grade Fall 99% Winter 98% Observed Growth 8 Spring 99% Observed Growth 15

Fourth Grade Fall 99% Winter 99% Observed Growth 7 Spring 99% Observed Growth 14

Fifth Grade Fall 99% Winter 98% Observed Growth 5 Spring 98% Observed Growth 10

#### MAP Reading

Kindergarten Fall 99% Winter 96% Observed Growth 8 Spring 99% Observed Growth 18

First Grade Fall 99% Winter 99% Observed Growth 12 Spring 99% Observed Growth 20

Second Grade Fall 99% Winter 99% Observed Growth 9 Spring 99% Observed Growth 13

Third Grade Fall 98% Winter 96% Observed Growth 6 Spring 99% Observed Growth 13

Fourth Grade Fall 99% Winter 98% Observed Growth 4 Spring 99% Observed Growth 9

Fifth Grade Fall 99% Winter 99% Observed Growth 3 Spring 99% Observed Growth 7

2022-2023 Fall to Spring MAP Scores			
MATH			
Grade	# of students	# of students who met growth	% of students who met growth
K	92	41	45
1	95	79	83
2	73	66	90
3	73	51	70
4	67	45	67
5	66	52	48
READING			



2022-2023 Fall to Spring MAP Scores			
Grade	# of students	# of students who met growth	% of students who met growth
K	92	66	72
1	95	73	77
2	73	44	60
3	73	50	68
4	67	41	61
5	66	47	71

STAAR data; MAP data; F&P data for K-2; AR and AR Star BOY to EOY

TIA data for teachers

attendance

retention data

new curriculum in PK

new curriculum in K-5 Math

new curriculum in K-5 ELA

Addition of Core 5 for ELA and Dreambox for Math interventions

### Student Learning Strengths

Strength of the program is consistency of instruction in all classes at all grade levels

Strong sped resource and inclusion program whereby sped students are showing excellent growth

Time on task

Reading interventions particularly in K and 1

Teacher autonomy in the classroom that allows for district curriculum to be supplemented to meet the needs of the OPE population

Home support with homework and reading expectations

Home support with all things school related

Students have all basic needs met so they are ready to come and learn

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** With turnover in staff in 2023 -2024, (including principal), it is imperative that positive school culture remain a priority with an emphasis on teamwork, vertical alignment, and excellent communication and respect between staff and administration. **Root Cause:** The principal is retiring, and there will be several new staff members. PLCs and SBDM needs to be consistent , focused, and collaborative to allow all stakeholders an appropriate voice.

**Problem Statement 2:** MAP scores continue to be inconsistent with 2nd grad showing the least growth between BOY and MOY. **Root Cause:** Students are often above level and the curriculum is aligned to 2nd grade TEKS. Teachers must learn the new curriculum to be able to make appropriate decisions to supplement and/or adapt.

**Problem Statement 3:** Although we do not have a large population of SPED students in grades 3-5, (excluding speech), they still need additional support through both inclusion, (for grade level TEKS), and resource for prerequisites or gaps in learning. The students show growth but still lag behind grade level peers. **Root Cause:** Scheduling is challenging with limited staff. We need to provide additional support through general education and PD for differentiation to allow for maximum achievement.

**Problem Statement 4 (Prioritized):** Science scores are strong, but consistently lower than reading and math. The science program needs to coordinate and plan vertically to ensure that all TEKS are taught and tested at a high level of Bloom's. **Root Cause:** Our science program needs to consistently teach to mastery and retention in all grade levels and instruct/test aligned with state testing.

## School Processes & Programs

### School Processes & Programs Summary

All of our teachers are certified and highly qualified in 22-23. We have a growing population that includes 2 universal PK, classes and an ECSE class. Several ECSE students require inclusion minutes.

An advance implementation of the PLC model is a primary goal for 2023 - 2024. Eleven teachers and staff attended The Solution Tree PLC training and are spearheading the roll out. Focus is on training and collaboration that drives instructional strategies and consistency. By adjusting the master schedule, PLCs are able to meet bi-weekly and still meet planning period minutes.

The Leadership team will change in 23-24 with a new principal and a new assistant principal. The team will meet at least 1 time a week to coordinate calendars, activities, and monitor multiple sources of data with the expectation of addressing needs in a timely manner.

Student placement is an involved process at OPE. Teachers work as grade level teams to suggest grade level placement for the next year. Parents are provided an information sheet to offer input about their child including personality traits, medical needs, association with peers, and/or other important information that could be beneficial to making the best placements. Teacher requests are not a part of the process.

A comprehension tutoring program for identified students is in place for grades K - 1 with retired teachers instructing. Grades 3 - 5 offer intervention and/or enrichment daily during a designated time in the master schedule.

All interventions are documented and tracked for the HIT program and additional tutoring through Branching Minds. MTSS monitors all students identified for tier 2 and 3.

Teacher recruitment and hiring is a "team effort." Teachers and other stakeholders are able to offer recommendations. Staff is encouraged to communicate early their plans to resign, transfer, or retire.

Teacher placement is determined by matching certifications , choice, and schedule structure to best design cohesive teams that will meet the needs of the students. The decisions are always predicated by what is best for all the children.

District curriculum is evaluated and supplemented with programs that enhance student learning. Some of the programs include: Wordly Wise, AR, STAAR prep, novel units and programs.

The staff has numerous opportunities to attend PD for professional conferences and PD. These have included

state and national conferences for teachers, the librarian and counselor. All training are aligned with the immediate needs of the campus.

#### **School Processes & Programs Strengths**

- \*The Leadership Team functions well coordinating consistent decision making and effective systems. High expectations are shared by all stakeholders.
  - \*Hiring practices and recruiting is ongoing throughout the year and so early hiring provides identification of excellent candidates and strategic placement.
  - \* The process of allowing parents to provide input about their child's needs before placement allows for a voice and an effective partnership.
  - \*Having a data analyst has allowed for the dissemination of all data sources in a timely manner and served teachers with information in a for that facilitates instructional discussions and decisions.
  - \*Teachers communicate with parents through various methods, including, but not limited to: Blackboard, emails, class DoJo, Remind, SeeSaw and Facebook. Grade levels are consistent with methods to communicate.
  - \*Specialized instruction that meets campus needs include: Wordly Wise; Imagine Learning; staar prep; novel units; rooted in reading for 1st grade; authentic learning opportunities, along with programs and performances.
- Basic skills in math and reading are non-negotiable including the mastery of basic math facts and basic reading skills, (sight words, phonological skills etc.) with associated timelines.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There is a new principal for the 2023 -2024 school year that will need to assimilate with a veteran staff that is set in their ways and a community that is active

and participatory. **Root Cause:** The principal is retiring. A focused, intentional transition plan must be in place to support new leadership.

**Problem Statement 2 (Prioritized):** PLCs have been inconsistent in terms of defined focus, meeting times, and accountability. **Root Cause:** Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

**Problem Statement 3:** The master schedule has numerous moving parts that all must be integrated in order to protect "time on task." **Root Cause:** All departments and stakeholders must coordinate their needs and requirements to ensure all state, district, and campus requirements are met with the expectation of mastery. This must be done in the spring to allow for a master schedule to be developed that is comprehensive in nature.

# Perceptions

## Perceptions Summary

Overton Park is perceived as an affluent school with students who are advantaged and eager to learn.

Our perception at OPE is that all students can and will achieve at the highest levels of academic success. Students who are advanced must be given opportunities to be challenged at their instructional level in order to remain motivated to learn. Students who struggle must be supported both academically and emotionally through targeted intervention and social emotional strategies to ensure that they feel successful and excited about school. Parent involvement is outstanding and definitely allows for supplemental activities and fiscal support. However, it is imperative that roles are clearly defined, and parents do not feel empowered by quid pro quo. Teachers are professional and take the lead in educational decisions recognizing and sharing student needs. The teachers must develop and communicate structured plans for optimal student achievement.

The master schedule and master calendar is influential in setting up teachers and students to maximize time on task and allow for ample time to cover the appropriate grade level TEKS. By integrating supplemental materials, teachers have the autonomy to make instructional decisions that match the needs of their students.

Overall, the systems are well-defined, implemented, and fluid. This allows for the flexibility needed to meet diverse populations. By including parents/guardians in the process and rationale, the stakeholders are effective working together for the children.

## Perceptions Strengths

- \*The majority of our families value education for their children and expect high achievement results that are shared by staff.
- \*There is minimal turnover in staff and students which supports the high achievement and growth scores.
- \*It is easier to recruit, hire, and retain teachers at OPE than other schools.
- \*Because parents are often vocal, communication must be timely, clear, and focused.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** OPE is perceived as being an affluent school, but receives no title money or additional funds beyond per pupil allotment. **Root Cause:** The demographics do not identify many students who qualify as ED. Funding is subsidized through fund raisers by PTA and/or donations.

**Problem Statement 2 (Prioritized):** With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often overwhelming. **Root Cause:** Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating is imperative.

# Priority Problem Statements

**Problem Statement 1:** PLCs have been inconsistent in terms of defined focus, meeting times, and accountability.

**Root Cause 1:** Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Attendance rates are down for both teachers and students. (Insert EOY rate)

**Root Cause 2:** The number of unexcused absences based on travel of families is an issue. PK is not considered in the attendance recovery policies, and parents do not perceive PK as mandatory. Teacher attendance rates are down due to family illness, personal days, and employee illness. A comprehensive incentive program needs to be developed and implemented for staff and students.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often overwhelming.

**Root Cause 3:** Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating is imperative.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Science scores are strong, but consistently lower than reading and math. The science program needs to coordinate and plan vertically to ensure that all TEKS are taught and tested at a high level of Bloom's.

**Root Cause 4:** Our science program needs to consistently teach to mastery and retention in all grade levels and instruct/test aligned with state testing.

**Problem Statement 4 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- School safety data
- Enrollment trends

### **Employee Data**

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

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# District Goals

**District Goal 1:** 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.

**School Performance Objective 1:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 90% to 93% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Circle

**Strategy 1:** Improve PK early literacy instruction with a focus on mastery of phonological awareness by continuing to implementing the Creative Curriculum program and supplementing to ensure growth for all students.

**Strategy's Expected Result/Impact:** Students will make at least a year's growth in the area of phonological awareness as indicated on the Circle assessment.





**Staff Responsible for Monitoring:** PK teachers  
Admin. team

**TEA Priorities:**  
Build a foundation of reading and math

**Problem Statements:** Demographics 3 - School Processes & Programs 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Provide ongoing professional development on the curriculum with emphasis on differentiation for the instructional levels of the OPE students based on data.  <b>Intended Audience:</b> PK and K teachers <b>Provider / Presenter / Person Responsible:</b> Early Childhood department OPE teacher collaboration <b>Date(s) / Timeframe:</b> Each six weeks <b>Collaborating Departments:</b> Early Childhood Department Leadership <b>Delivery Method:</b> Zoom and/or in person  <b>Funding Sources:</b> - SPED (199 PIC 23) - - \$600		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Utilize district content coach to define/review phonological awareness scope and sequence during coaching sessions with teachers, along with progress monitoring for each student. <b>Intended Audience:</b> PK Teachers <b>Provider / Presenter / Person Responsible:</b> Admin. PK teachers <b>Date(s) / Timeframe:</b> Once a six week period <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> PLCs  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6112-001-229-24-313-000000- - \$600	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Attendance rates are down for both teachers and students. (Insert EOY rate) <b>Root Cause:</b> The number of unexcused absences based on travel of families is an issue. PK is not considered in the attendance recovery policies, and parents do not perceive PK as mandatory. Teacher attendance rates are down due to family illness, personal days, and employee illness. A comprehensive incentive program needs to be developed and implemented for staff and students.
School Processes & Programs
<b>Problem Statement 2:</b> PLCs have been inconsistent in terms of defined focus, meeting times, and accountability. <b>Root Cause:</b> Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

**District Goal 1:** 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.

**School 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 90% to 92% by May 2024.

Kindergarten students will move from 100% in Foundational Skills to at least 5% of students will enter into Oral Reading by EOY.

1st gr: 76% in Foundational Skills to 65% in Oral Reading

2nd gr: 20% in Foundational Skills to 95% in Oral Reading

3rd gr: 3% in Foundational Skills to 95% Oral Reading

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAP fluency

**Strategy 1:** Differentiate instruction and provide supplemental activities that will promote optimal learning experiences that go across the curriculum.

**Strategy's Expected Result/Impact:** Increase reading scores in meets and masters.  
Increase growth on MAP for all grade levels.

**Staff Responsible for Monitoring:** Teachers and admin.

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Increase student self selected reading opportunities through Accelerated Reader, leveled readers, and classroom libraries. <b>Intended Audience:</b> K - 3 students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> 2023 - 2024 school year <b>Collaborating Departments:</b> ILT Librarian Literacy <b>Delivery Method:</b> Books, technology are the materials Discussion and documentation of reading  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-229-24-313-000000- - \$1,184	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Supplement the reading curriculum with novel units and authentic learning experiences that promote background knowledge and fluency. <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> 2023 - 2024 school year <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> Classroom instruction by teachers and students	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





**Strategy 2:** Improve the implementation of Amplify and Lexia Core 5 to ensure the programs are delivered with fidelity, and tier 1 instruction is consistent meeting the needs of all students.

**Strategy's Expected Result/Impact:** Provide students with consistent, quality tier 1 instruction in order to assure that they increase or exceed the expected progress in fluency on MAP.

**Staff Responsible for Monitoring:** K - 5 teachers  
Admin. team

**TEA Priorities:**  
Build a foundation of reading and math

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide updated PD to teachers and admin. team for Amplify and Lexia to review understanding, and make adaptations to align with student levels of mastery.	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Identify students in need of tier 3 intervention and develop/implement comprehensive plans to accelerate with goals, timelines and documentation through MTSS, 504, and IEPs.  <b>Funding Sources:</b> - SPED (199 PIC 23) - - \$800, - SPED (199 PIC 23) - - \$1,077	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> PLCs have been inconsistent in terms of defined focus, meeting times, and accountability. <b>Root Cause:</b> Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.



**District Goal 1:** 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.

**School 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 68% to 72% by May 2024.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from \_\_% to \_\_% by May 2024.

\*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_% to \_\_% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAP Growth Report

**Strategy 1:** Coordinate the quality and alignment of tier 1 instruction in Amplify and FWISD frameworks in conjunction with Lexia Core 5 and supplemental activities through grade level meetings and scheduled PLC meetings.

**Strategy's Expected Result/Impact:** increase student success in ELAR

**Staff Responsible for Monitoring:** admin

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Continue to provide specific PD for Amplify and Core 5 that aligns with needs identified in the BOY, MOY, and EOY data. <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> lead content teacher FWISD lexia coaches data analyst admin <b>Date(s) / Timeframe:</b> Aug- May <b>Collaborating Departments:</b> Lliteracy <b>Delivery Method:</b> in person maybe virtual depending on the PD	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Monitor the usage of Amplify and Core 5 to ensure all aspects of the programs are being taught with fidelity. <b>Intended Audience:</b> Admin and teachers <b>Provider / Presenter / Person Responsible:</b> admin Teachers <b>Date(s) / Timeframe:</b> Aug- May <b>Collaborating Departments:</b> ILT Grade levels Literacy <b>Delivery Method:</b> PLCs to review Lexia program used daily Direct instruction of Amplify	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Review and internalize all facets of grade level TEKS in order to provide appropriate differentiated instruction to challenge students at their individual levels.

**Strategy's Expected Result/Impact:** increase achievement in grade level reading ; acceleration

**Staff Responsible for Monitoring:** admin

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Review student work for reading and writing in PLCs and focus on alignment to TEKS. <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> teachers admin data analyst <b>Date(s) / Timeframe:</b> Aug- May <b>Collaborating Departments:</b> ILT <b>Delivery Method:</b> PLCs	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide PD to analyze TEKS in relation to Amplify lessons/units and any other supplemental units. <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> FWISD PD Region PD Lead ELAR teachers <b>Date(s) / Timeframe:</b> Aug- May <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> On campus during PLCs or staff meeting time Virtual presentation if applicable	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 3 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> PLCs have been inconsistent in terms of defined focus, meeting times, and accountability. <b>Root Cause:</b> Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

**District Goal 2:** 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.

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from \_50% to \_\_75% by May 2023. Increase and/or maintain the % of students meeting and/or mastering STAAR from an average of 85% to 87%.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_% to \_\_% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Circle Math

**Strategy 1:** Continue to implement the Creative Curriculum to ensure all students are being taught to the level of mastery and above.





**Strategy's Expected Result/Impact:** Students will achieve at high levels and show at least a year's growth during the 2023 - 2024 school year.

**Staff Responsible for Monitoring:** Teachers and admin.

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 3 - School Processes & Programs 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Utilize both formative and summative assessments to ensure all students are challenged at their instructional levels. <b>Intended Audience:</b> PK teachers <b>Provider / Presenter / Person Responsible:</b> PK Teachers <b>Date(s) / Timeframe:</b> 2023 - 2024 school year Align assessments with scope and sequence <b>Collaborating Departments:</b> Early Childhood <b>Delivery Method:</b> Formal and informal assessments Both verbal and written		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Strategy 2:** All teachers will utilize the Eureka curriculum, Dreambox and additional supplemental resources to ensure conceptual understanding and

application of math TEKS.

**Strategy's Expected Result/Impact:** MAP growth will improve for all grade levels  
STAAR scores will increase in meets and masters for grades 3 - 5

**Staff Responsible for Monitoring:** Teachers and ILT

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Enable opportunities for teachers to attend district developed PD to all math teachers to deepen the understanding of teaching strategies in Eureka and how to identify/address pre-requisite skills needed to master all facets of the TEKS. <b>Intended Audience:</b> K - 5 teachers <b>Provider / Presenter / Person Responsible:</b> Math Department Math Lead Teachers <b>Date(s) / Timeframe:</b> BOY <b>Collaborating Departments:</b> Math Department Early Childhood <b>Delivery Method:</b> In person and/or virtual	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Track student progress in all grade levels using multiple formative and summative assessments. <b>Intended Audience:</b> Math Teachers ILT <b>Provider / Presenter / Person Responsible:</b> Math Teachers Data Analyst <b>Date(s) / Timeframe:</b> Throughout the year - at least once a six week period <b>Collaborating Departments:</b> Math Departmenet <b>Delivery Method:</b> PLCs	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide access to PD to review/support the breakdown of all aspects of the TEKS, and facilitate discussion on teaching and learning strategies. <b>Intended Audience:</b> Math Teachers <b>Provider / Presenter / Person Responsible:</b> Administration and teacher leads <b>Date(s) / Timeframe:</b> Fall, 2023 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> PLCs and/or staff meetings	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Attendance rates are down for both teachers and students. (Insert EOY rate) <b>Root Cause:</b> The number of unexcused absences based on travel of families is an issue. PK is not considered in the attendance recovery policies, and parents do not perceive PK as mandatory. Teacher attendance rates are down due to family illness, personal days, and employee illness. A comprehensive incentive program needs to be developed and implemented for staff and students.
School Processes & Programs
<b>Problem Statement 2:</b> PLCs have been inconsistent in terms of defined focus, meeting times, and accountability. <b>Root Cause:</b> Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

**District Goal 2:** 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.

**School Performance Objective 2:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from \_\_50% to \_\_65% by May 2024.  
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_% to \_\_% by May 2024.

**High Priority**  
**HB3 District Goal**  
**Evaluation Data Sources:** MAP Growth

**Strategy 1:** Improve tiered instruction by identifying, reviewing and instructing pre-requisite skills, grade level TEKS, and above level concepts as appropriate for individual student needs.

**Strategy's Expected Result/Impact:** Student growth will increase as will achievement on MAP and STAAR.  
**Staff Responsible for Monitoring:** Teachers  
Administration.  
**TEA Priorities:**  
Build a foundation of reading and math, Connect high school to career and college  
**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Process and dissect grade level TEKS by units of study and daily lessons in order to ID pre-requistites, on level, and above level activities. <b>Provider / Presenter / Person Responsible:</b> Teachers Data Analyst Administration <b>Date(s) / Timeframe:</b> 2023 - 2024 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> PLCs and grade level meetings	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Utilize/design various formative assessments to discern students' level of proficiency on math concepts prior to the beginning of lessons/units of study. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> 2023 - 2024 school year Follow scope and sequence <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> Classroom	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Monitor MAP growth BOY, MOY, EOY to determine progress, plan interventions/acceleration, and streamline instruction as the data determines. Develop and adjust plans and timelines according to data. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers Administration Data Analyst <b>Date(s) / Timeframe:</b> BOY, MOY, EOY for 2023 - 2024 <b>Collaborating Departments:</b> Math Department Data Department <b>Delivery Method:</b> Classroom PLCs for data review and discussion	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Document student progress and set goals with students using data from Eureka and Dreambox. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> 2023 - 2024 school year <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> Classrooms PLCs to share	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





**Strategy 2:** Differentiated instruction, including modification and accommodations will be developed, delivered and implemented for all 504, SPED students in order to maximize growth for both grade level TEKS and below level students.

**Strategy's Expected Result/Impact:** Students will show increases in achievement and growth on MAP and STARR and KEA.

**Staff Responsible for Monitoring:** Classroom teachers and SPED teacher



**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> IEPs and/or 504 plans will define individual levels, goals, and placement so identified students have targeted, realistic expectations for instruction in SPED and/or the general education classroom. <b>Intended Audience:</b> General education and SPED teachers. <b>Provider / Presenter / Person Responsible:</b> General education and special education teachers <b>Date(s) / Timeframe:</b> 2023 - 2024 Daily <b>Collaborating Departments:</b> SPED Math department <b>Delivery Method:</b> ARD and 504 meetings Classroom, resource room instruction	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will complete at least 12 hours of targeted content PD through CAMT or district approved opportunities that correlate with campus, grade level, and teacher identified needs. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers Administration <b>Date(s) / Timeframe:</b> 2023 - 2024 school year CAMT held in summer 2023 <b>Collaborating Departments:</b> Math Department SPED department <b>Delivery Method:</b> In person training	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div>				

**School Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> PLCs have been inconsistent in terms of defined focus, meeting times, and accountability. <b>Root Cause:</b> Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from \_\_60% to \_\_75% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_% to \_\_% by May 2023.

**High Priority**  
**HB3 District Goal**  
**Evaluation Data Sources:** STAAR 2023

**Strategy 1:** Align the curriculum and instructional strategies with the new STAAR standards, design, and writing components.

**Strategy's Expected Result/Impact:** The expectation is an increase in both meets and masters in reading

**Staff Responsible for Monitoring:** Teachers  
Administration

**TEA Priorities:**  
Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Review the 2023 data by TEKS and identify targets for emphasis in reading and writing. <b>Provider / Presenter / Person Responsible:</b> Data Analyst Teachers Admin. <b>Date(s) / Timeframe:</b> Fall 2023 <b>Collaborating Departments:</b> Literacy Data Department <b>Delivery Method:</b> Staff meeting and PLCs	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Differentiate instruction and supplement curriculum with high level challenging questioning, writing prompts and project based learning. Incorporate the strategies across the curriculum. <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> 2023 - 2024 school year. <b>Collaborating Departments:</b> Literacy Department <b>Delivery Method:</b> Classrooms	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Require all teacher to complete GT hours emphasizing differentiation and high level teaching/learning strategies. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> GT Department <b>Date(s) / Timeframe:</b> 2023 - 2024 school year Teachers encouraged to get hours in the summer and fall of 2023 <b>Collaborating Departments:</b> GT Department Literacy Department <b>Delivery Method:</b> PD in person or virtual	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Continue to promote a data-driven culture that adjust to new assessments, standards and format to adapt strategies and levels of instruction that align with meets/masters standards.

**Strategy's Expected Result/Impact:** Increase reading scores in meets and masters.

**Staff Responsible for Monitoring:** Administration

Data Analyst

Teachers

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Utilize a BOY staff meeting to communicate OPE STAAR results and brainstorm campus needs for improvement. <b>Intended Audience:</b> Staff <b>Provider / Presenter / Person Responsible:</b> Admin Data Analyst <b>Date(s) / Timeframe:</b> Fall 2023 <b>Collaborating Departments:</b> Data Department Literacy Department <b>Delivery Method:</b> Staff meeting followed by PLCs	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Convene grade level PLCs to discuss data strengths and weaknesses and develop steps for each group to address improvement objectives for STAAR and MAP <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analyst Admin. <b>Date(s) / Timeframe:</b> Fall 2023 <b>Collaborating Departments:</b> Data Department Literacy Department <b>Delivery Method:</b> PLCs	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide a community program to review STAAR and MAP data and explain new standards, goals, and supports. <b>Intended Audience:</b> Teachers Community/families <b>Provider / Presenter / Person Responsible:</b> Admin. Data Analyst <b>Date(s) / Timeframe:</b> Fall 2023 <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> Virtual and/or evening meeting on campus	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

### School Processes & Programs

**Problem Statement 2:** PLCs have been inconsistent in terms of defined focus, meeting times, and accountability. **Root Cause:** Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

### Perceptions

**Problem Statement 2:** With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often overwhelming. **Root Cause:** Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating is imperative.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from \_\_65% to \_\_75% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_% to \_\_% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR 2023

**Strategy 1:** Daily instruction is provided that maximizes the opportunity for direct instruction, small group instruction that is differentiated for remediation and/or acceleration, with independent reinforcement for concrete and conceptual understanding of math objectives.

**Strategy's Expected Result/Impact:** Increase meets and masters STAAR scores  
Increase achievement and growth on MAP

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Disaggregate both MAP and STAAR data for individual students, demographic groups, including GT, SPED, at risk students, by TEKS and/or objectives. <b>Provider / Presenter / Person Responsible:</b> Data analyst, Teachers Administration <b>Date(s) / Timeframe:</b> BOY, MOY, EOY <b>Collaborating Departments:</b> Data Department Math Department <b>Delivery Method:</b> PLCs				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Develop intervention/acceleration plans with materials that address strengths and weaknesses by student, class, grade level and campus. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers ILT <b>Date(s) / Timeframe:</b> 2023 - 2024 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> PLCs and grade level meetings	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> PLCs have been inconsistent in terms of defined focus, meeting times, and accountability. <b>Root Cause:</b> Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.
Perceptions
<b>Problem Statement 2:</b> With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often overwhelming. <b>Root Cause:</b> Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating is imperative.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 3:** Increase the percentage of students passing the 5th grade science STAAR from 80% to 90% with at least a 10% increase in both meets and masters.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR

**Strategy 1:** Revise and implement an effective school wide science program that ensures grade level TEKS are taught, reinforced and mastered/retained each year.

**Strategy's Expected Result/Impact:** Increase in all categories of science STAAR.

**Staff Responsible for Monitoring:** Administration

Data Analyst

Teachers

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Present science data to entire campus staff with breakdown of TEKS by grade level with pre-requisite skills identified by grade level. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analyst Lead science teachers <b>Date(s) / Timeframe:</b> Fall 2023 <b>Collaborating Departments:</b> Science department <b>Delivery Method:</b> Staff meeting, PLCs	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Utilize formative assessments and summative assessments to discern retention of concepts taught and level of mastery information is retained. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Science teachers <b>Date(s) / Timeframe:</b> 2023 - 2024 <b>Collaborating Departments:</b> Science department <b>Delivery Method:</b> Classrooms	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Provide "hands-on" science activities at every grade level in the classroom, the science lab and through STEM aligned to TEKS, objectives . Challenge students to process information at high levels with high level activities and questioning.

**Strategy's Expected Result/Impact:** Increase in all categories of science scores on STAAR

**Staff Responsible for Monitoring:** Science teachers

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** Student Learning 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide opportunities for PD that emphasizes/develops activities that correspond with concepts being taught using the adopted curriculum and supplemental materials as needed. <b>Intended Audience:</b> Science teachers <b>Provider / Presenter / Person Responsible:</b> Science teachers <b>Date(s) / Timeframe:</b> 2023 - 2024 <b>Collaborating Departments:</b> Science department <b>Delivery Method:</b> PLCs District PD opportunities  <b>Funding Sources:</b> - Gifted & Talented (199 PIC 21) - - \$600	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Require "hands-on " science at least once a week at all grade levels. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Science teachers <b>Date(s) / Timeframe:</b> 2023 - 2024 <b>Collaborating Departments:</b> Science department <b>Delivery Method:</b> Classroom  <b>Funding Sources:</b> - Gifted & Talented (199 PIC 21) - - \$1,416	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Designate a lead science teacher at each grade level to lead science PLCs and coordinate grade level plans. <b>Intended Audience:</b> Science teachers <b>Provider / Presenter / Person Responsible:</b> Lead science teachers Administration <b>Date(s) / Timeframe:</b> 2023 -- 2024 <b>Collaborating Departments:</b> Science Department <b>Delivery Method:</b> PLCs and/or grade level meetings	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> Science scores are strong, but consistently lower than reading and math. The science program needs to coordinate and plan vertically to ensure that all TEKS are taught and tested at a high level of Bloom's. <b>Root Cause:</b> Our science program needs to consistently teach to mastery and retention in all grade levels and instruct/test aligned with state testing.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from   10  % to   7  % by May 2024.

**High Priority**

**HB3 District Goal**





**Evaluation Data Sources:** Attendance data

**Strategy 1:** Align and leverage programs, resources, and systems of support for existing academic and SEL advising.

**Strategy's Expected Result/Impact:** Using the systems we have in place to build stronger relationships will foster an environment that will increase attendance.

**Staff Responsible for Monitoring:** Attendance Administrator, Attendance Clerk, Counselor

**Problem Statements:** Demographics 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> The attendance committee will be formed that meets a minimum of one time per 6 weeks to review individual student absences and decide upon restoration. <b>Intended Audience:</b> School staff <b>Provider / Presenter / Person Responsible:</b> Attendance Administrator <b>Date(s) / Timeframe:</b> Aug-May <b>Collaborating Departments:</b> counseling and data <b>Delivery Method:</b> in person meetings  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6116-001-229-24-313-000000- - \$650	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> The counselor will meet with the students that have attendance issues. The counselor will also make contact with the families via phone/zoom/home visit to determine needs. <b>Intended Audience:</b> Students with excessive absences <b>Provider / Presenter / Person Responsible:</b> Counselor <b>Date(s) / Timeframe:</b> Aug - May <b>Collaborating Departments:</b> Attendance Administrator	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Attendance rates are down for both teachers and students. (Insert EOY rate) <b>Root Cause:</b> The number of unexcused absences based on travel of families is an issue. PK is not considered in the attendance recovery policies, and parents do not perceive PK as mandatory. Teacher attendance rates are down due to family illness, personal days, and employee illness. A comprehensive incentive program needs to be developed and implemented for staff and students.
School Processes & Programs
<b>Problem Statement 2:</b> PLCs have been inconsistent in terms of defined focus, meeting times, and accountability. <b>Root Cause:</b> Teachers have been reluctant and have not totally bought into the need for scheduled meetings because grade levels plan together and collaborate daily. Meetings need to be scheduled with defined expectations, agenda, and mandatory attendance.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from \_\_\_ 50to \_\_\_ 40 by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_\_ to \_\_\_ by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Discipline data

**Strategy 1:** Staff will be guided through the discipline system. The minors, middles, and majors will be revisited at minimum 3 times a year.

**Strategy's Expected Result/Impact:** Referrals in Focus will be streamlined and lessened

**Staff Responsible for Monitoring:** Assistant Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will be trained on which level of behaviors require data input into Focus vs Branching Minds vs both. We will further breakdown whether the behavior is a minor offense that is being documented for MTSS purposes or for behavioral infractions. <b>Intended Audience:</b> Staff <b>Provider / Presenter / Person Responsible:</b> Admin, Counselor <b>Date(s) / Timeframe:</b> Aug- May <b>Delivery Method:</b> in person and in handbook for ease of reference	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**School Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often overwhelming. <b>Root Cause:</b> Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating is imperative.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_0\_ to \_\_\_0\_ by May 2023.

**Evaluation Data Sources:** NA

**Strategy 1:** Overton Park will foster a collaborative relationship with all students and families to ensure a positive culture in the classroom with support from the home.

**Strategy's Expected Result/Impact:** Lessen behaviors that result in infractions

**Staff Responsible for Monitoring:** teachers  
admin  
counselor

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**School Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often overwhelming. <b>Root Cause:</b> Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating is imperative.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from \_\_5\_\_ to \_\_7\_\_ by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Agendas

**Strategy 1:** The STEM, lead Science and Math teachers will team together to create a math/science family night.

**Strategy's Expected Result/Impact:** To increase the level of parent engagement and interest in math and science

**Staff Responsible for Monitoring:** admin





**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> A committee will be formed of lead content teachers to plan the night and activities. The team will set the date for the Spring Semester. <b>Intended Audience:</b> Overton Park students and families <b>Provider / Presenter / Person Responsible:</b> lead math and science content teachers <b>Date(s) / Timeframe:</b> Oct-Mar <b>Collaborating Departments:</b> math and science <b>Delivery Method:</b> in person  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-229-24-313-000000- - \$500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**Strategy 2:** The lead literacy teachers, along with the librarian and principal will create and host a Literacy Night focused on the understanding of AR in grades 2-5.

**Strategy's Expected Result/Impact:** Increase the understanding of the importance of self-selected independent reading

**Staff Responsible for Monitoring:** ELAR teachers

Librarian





Principal

Asst. Principal

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> The lead ELAR teachers from grades 2-5 along with the librarian will host an informational meeting that revolves around Accelerated Reader in the Fall.  <b>Intended Audience:</b> OPE families and students <b>Provider / Presenter / Person Responsible:</b> Principal ELAR teachers Librarian <b>Date(s) / Timeframe:</b> September 2023 <b>Delivery Method:</b> in person  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-229-24-313-000000- - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**School Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> Science scores are strong, but consistently lower than reading and math. The science program needs to coordinate and plan vertically to ensure that all TEKS are taught and tested at a high level of Bloom's. <b>Root Cause:</b> Our science program needs to consistently teach to mastery and retention in all grade levels and instruct/test aligned with state testing.
Perceptions
<b>Problem Statement 2:</b> With strong participation by stakeholders on staff and in the community, listening and processing all input and opinions is often overwhelming. <b>Root Cause:</b> Decisions need to be made in a timely manner, still allowing for input when appropriate. Listening and communicating is imperative.



# State Compensatory

## Budget for 229 Overton Park Elementary School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Overton Park does not have SCE funds allocated at this time.

# Title I

## 1.1: Comprehensive Needs Assessment

OVernon Park does not receive Title 1 funds.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Our parent engagement activities do not require budget beyond what is implemented by our active PTA group. They fund all activities.

# Campus Funding Summary

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Subs for supplemental instruction	199-11-6112-001-229-24-313-000000-	\$600.00
1	2	1	1		Supplies and materials for instructional use	199-11-6399-001-229-24-313-000000-	\$1,184.00
4	1	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-229-24-313-000000-	\$650.00
4	4	1	1		Supplies and materials for instructional use	199-11-6399-001-229-24-313-000000-	\$500.00
4	4	2	1		Supplies and materials for instructional use	199-11-6399-001-229-24-313-000000-	\$500.00
<b>Sub-Total</b>							\$3,434.00
<b>Budgeted Fund Source Amount</b>							\$3,434.00
<b>+/- Difference</b>							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	2	1		SUBS - PROFESSIONAL		\$600.00
3	3	2	2		GENERAL SUPPLIES		\$1,416.00
<b>Sub-Total</b>							\$2,016.00
<b>Budgeted Fund Source Amount</b>							\$2,016.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		SUBS - PROFESSIONAL		\$600.00
1	2	2	2		SUBS - PROFESSIONAL		\$800.00
1	2	2	2		GENERAL SUPPLIES		\$1,077.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$2,477.00
Budgeted Fund Source Amount							\$2,477.00
+/- Difference							\$0.00
Grand Total Budgeted							\$7,927.00
Grand Total Spent							\$7,927.00
+/- Difference							\$0.00