Burkburnett Independent School District

Overton Ray Elementary

2022-2023 Campus Improvement Plan
Mission Statement

BISD Mission Statement:

Burkburnett ISD...
An environment of exploration where WE
*Discover the value of learning
*Increase their passion
*Maximize their potential

Overton Ray Elementary Motto:
Inspiring Every Heart, Every Mind, Every Day

Overton Ray Elementary Campus Pledge:

I choose to be kind.
I choose to be respectful.
I choose to care about others.
I choose to be patient.
I choose to be grateful.
I choose to act and react in a positive way.
I choose to be my best self every day!

Vision

District Vision:
Transforming learning to inspire all students in an ever-changing world.

Core Beliefs

STUDENTS ARE OUR TOP PRIORIT. THEREFORE WE BELIEVE:
• Formal education is a beginning; a tool to be utilized as students endeavor to pursue their individual passions
• Everyone should be afforded the same educational opportunities dedicated to unlocking their unique purpose and potential
• All students can be inspired to become productive risk-takers and problem-solvers
• In attracting, retaining and empowering professionals who inspire and create passion for lifelong learning in all students
• Education should occur in a safe, secure, and nurturing environment, conducive to learning
• Learning best occurs through effective collaboration among students, parents and guardians, educators and the community as active, engaged participants
• Technology and next generation learning should be embraced and utilized appropriately
Table of Contents

Comprehensive Needs Assessment ................................................. 5
  Needs Assessment Overview ................................................. 5
  Demographics ........................................................................ 5
  Student Learning ..................................................................... 9
  School Processes & Programs .................................................. 15
  Perceptions ........................................................................... 16
Priority Problem Statements ....................................................... 18
Comprehensive Needs Assessment Data Documentation .................. 19
Goals ....................................................................................... 21
  Goal 1: Through improved data analysis and reflective teaching practices, Overton Ray Elementary will see a 10% increase in students that attain "MEETS" and "MASTERS" on assessments. This will include all tested subjects on both MAP and STAAR. .................................................. 22
  Goal 2: Overton Ray Elementary will increase parent/community communication, involvement, and engagement. The campus will provide opportunities for parents to be a part of student learning in contrast to simply being consumers. ........................................................................ 22
  Goal 3: All students will be educated in a safe, healthy, and orderly learning environment as well as being provided social/emotional learning opportunities throughout the school year. ........................................................................ 24
  Goal 4: All staff will provide opportunities for students to take responsibility of their own learning and track their own academic progress. ........................................................................ 28
  Goal 5: All staff at Overton Ray will utilize high quality instructional material that is aligned to instructional planning calendars and interim/formative assessments. ........................................................................ 29
  Goal 6: All staff will utilize effective classroom routines and instructional strategies. ........................................................................ 30
Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Upon completion of the 2021-2022 STAAR testing, Overton Ray was labeled as a campus in need of Targeted Improvement. We use that as valuable feedback as an opportunity to improve in many areas. We are focused on efficiency in the PLC process, improved Tier 1 instruction, improved teaching practices (DARE: dynamic, active, reflective, engaging). We have utilized Lever 4 & 5 from TEA's Effective Schools Framework to create goals to improve in the areas of High-Quality Instructional Materials & Assessments and Effective Instruction.
# Demographics

## Demographics Summary

<table>
<thead>
<tr>
<th>Ethnic Distribution</th>
<th>21</th>
<th>4.0%</th>
<th>6.2%</th>
<th>12.7%</th>
<th>21</th>
<th>4.0%</th>
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<tbody>
<tr>
<td>African American</td>
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<td>17.8%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>65.8%</td>
<td>26.5%</td>
<td>371</td>
<td>70.5%</td>
<td>65.7%</td>
<td>26.5%</td>
</tr>
<tr>
<td>White</td>
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<td>1.0%</td>
<td>1.0%</td>
<td>0.3%</td>
<td>5</td>
<td>1.0%</td>
<td>1.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>4</td>
<td>0.8%</td>
<td>1.3%</td>
<td>4.7%</td>
<td>4</td>
<td>0.8%</td>
<td>1.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>32</td>
<td>6.1%</td>
<td>7.8%</td>
<td>2.7%</td>
<td>32</td>
<td>6.1%</td>
<td>7.8%</td>
<td>2.7%</td>
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### Sex:

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>261</th>
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<th>48.7%</th>
<th>48.9%</th>
<th>261</th>
<th>49.6%</th>
<th>48.7%</th>
<th>48.9%</th>
</tr>
</thead>
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<tr>
<td>Male</td>
<td>265</td>
<td>50.4%</td>
<td>51.3%</td>
<td>51.1%</td>
<td>265</td>
<td>50.4%</td>
<td>51.3%</td>
<td>51.1%</td>
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<tr>
<td>Economic Disadvantaged</td>
<td>272</td>
<td>51.7%</td>
<td>46.8%</td>
<td>60.3%</td>
<td>272</td>
<td>51.7%</td>
<td>46.8%</td>
<td>60.2%</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-----</td>
<td>--------</td>
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<td>--------</td>
<td>--------</td>
<td>--------</td>
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<tr>
<td>Non-Educationally Disadvantaged</td>
<td>254</td>
<td>48.3%</td>
<td>53.2%</td>
<td>39.7%</td>
<td>254</td>
<td>48.3%</td>
<td>53.2%</td>
<td>39.8%</td>
<td></td>
</tr>
<tr>
<td>Section 504 Students</td>
<td>40</td>
<td>7.6%</td>
<td>8.7%</td>
<td>7.2%</td>
<td>40</td>
<td>7.6%</td>
<td>8.7%</td>
<td>7.2%</td>
<td></td>
</tr>
<tr>
<td>EB Students/EL</td>
<td>9</td>
<td>1.7%</td>
<td>1.8%</td>
<td>20.7%</td>
<td>9</td>
<td>1.7%</td>
<td>1.8%</td>
<td>20.6%</td>
<td></td>
</tr>
<tr>
<td>Students w/ Disciplinary Placements (2019-20)</td>
<td>4</td>
<td>0.7%</td>
<td>1.6%</td>
<td>1.2%</td>
<td></td>
<td></td>
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</tr>
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</table>

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**Texas Education Agency**

**2020-21 Student Information (TAPR)**

**OVERTON RAY EL (243901101) - BURKBURNETT ISD - WICHITA COUNTY**

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Membership</th>
<th>Enrollment</th>
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</thead>
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<tr>
<td></td>
<td>Campus</td>
<td>District</td>
</tr>
<tr>
<td>Students w/ Dyslexia</td>
<td>42</td>
<td>8.0%</td>
</tr>
<tr>
<td>Foster Care</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Homeless</td>
<td>11</td>
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<tr>
<td>Immigrant</td>
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<td>0.2%</td>
</tr>
<tr>
<td>Migrant</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Title I</td>
<td>526</td>
<td>100.0%</td>
</tr>
<tr>
<td>Military Connected</td>
<td>36</td>
<td>6.6%</td>
</tr>
<tr>
<td>At-Risk</td>
<td>241</td>
<td>45.8%</td>
</tr>
</tbody>
</table>

**Students by Instructional Program:**

- Bilingual/ESL Education: 8 (1.5% / 1.7% / 21.0%) / 8 (1.5% / 1.7% / 20.9%)
- Gifted and Talented Education: 55 (10.5% / 6.9% / 8.3%) / 55 (10.5% / 6.9% / 8.3%)
- Special Education: 75 (14.3% / 14.9% / 11.1%) / 75 (14.3% / 14.9% / 11.3%)

**Students with Disabilities by Type of Primary Disability:**

- Total Students with Disabilities: 75
  - Students with Intellectual Disabilities: 35 (46.7% / 43.4% / 42.5%)
  - Students with Physical Disabilities: 12 (16.0% / 21.6% / 21.3%)
  - Students with Autism: 8 (10.7% / ** / 14.1%)
  - Students with Behavioral Disabilities: 20 (26.7% / 22.6% / 20.6%)
  - Students with Non-Categorical Early Childhood: 0 (0.0% / ** / 1.5%)
<table>
<thead>
<tr>
<th>Staff Information</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>59.7</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Professional Staff:**
- Teachers: 48.5, 81.3%, 65.7%, 64.3%
- Professional Support: 36.6, 61.3%, 52.3%, 49.6%
- Campus Administration (School Leadership): 11.0, 18.4%, 9.8%, 10.6%

**Educational Aides:**
- 11.1, 18.7%, 13.1%, 10.6%

**Librarians and Counselors (Headcount):**
- Full-time Librarians: 1.0, n/a, 4.0, 4,290.0
- Part-time Librarians: 0.0, n/a, 2.0, 582.0
- Full-time Counselors: 2.0, n/a, 10.0, 13,211.0
- Part-time Counselors: 0.0, n/a, 1.0, 1,126.0

**Total Minority Staff:**
- 5.9, 9.8%, 12.4%, 51.5%

**Teachers by Ethnicity:**
- African American: 0.0, 0.0%, 3.1%, 11.1%
- Hispanic: 1.0, 2.7%, 5.5%, 28.4%
- White: 35.6, 97.3%, 89.8%, 56.9%
- American Indian: 0.0, 0.0%, 0.8%, 0.3%
- Asian: 0.0, 0.0%, 0.4%, 1.8%
- Pacific Islander: 0.0, 0.0%, 0.0%, 0.2%
- Two or More Races: 0.0, 0.0%, 0.4%, 1.2%

**Teachers by Sex:**
- Males: 0.0, 0.0%, 20.7%, 23.8%
- Females: 36.6, 100.0%, 79.3%, 76.2%

**Teachers by Highest Degree Held:**
- No Degree: 0.0, 0.0%, 0.4%, 1.2%
- Bachelors: 20.0, 54.7%, 68.7%, 73.0%
- Masters: 16.6, 45.3%, 30.2%, 25.0%
- Doctorate: 0.0, 0.0%, 0.8%, 0.7%

**Teachers by Years of Experience:**
- Beginning Teachers: 0.0, 0.0%, 1.2%, 6.7%
- 1-5 Years Experience: 14.0, 38.3%, 24.4%, 27.8%
- 6-10 Years Experience: 6.0, 16.4%, 17.9%, 20.3%
- 11-20 Years Experience: 7.7, 21.0%, 30.9%, 29.1%
- 21-30 Years Experience: 7.9, 21.6%, 21.2%, 13.0%
- Over 30 Years Experience: 1.0, 2.7%, 4.3%, 3.1%

*Based on 2020-2021 TAPR Report*
Demographics Strengths

- 95% Attendance Rate
- Free breakfast for all students
- Second language learners are served by certified ESL classroom teachers
- SPED students in 3rd-5th grade receive inclusion and/or resource pull-out services for subjects specified in their IEPs
- ALPS students are served with a pull out program for specific extension instruction. All classroom teachers of ALPS students are GT certified.
- Dyslexia and special education students are served during RTI/WIN time when able to prevent them from missing classroom instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: One demographic that we have targeted is our Economically Disadvantaged students. Based on STAAR and MAP scores from the 2021-2022 school year, these students have not performed as well as their peers. These students also appear in many other demographics meaning they "count" in many areas. By targeting this group for improvement, we are also able to improve in other demographics. Root Cause: We see the root causes as lack of parent involvement, parent inability to help in content area, lack of resources and support, and non-academic problems such as lack of day-to-day resources (hygiene, utilities, nourishment, etc.)
# Student Learning Summary

## Student Growth Summary Report

**Aggregate by School**

**Term:** Spring 2021-2022  
**District:** Burnet ISD  
**Grouping:** None

### OVERTON RAY EL

**Math: Math K-12**

<table>
<thead>
<tr>
<th>Grade (Spring 2022)</th>
<th>Total Number of Growth Events</th>
<th>Mean RIT Score</th>
<th>Standard Deviation</th>
<th>Achievement Percentile</th>
<th>Mean RIT Score</th>
<th>Standard Deviation</th>
<th>Achievement Percentile</th>
<th>Growth</th>
<th>Grade-Level Norms</th>
<th>Student Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>165</td>
<td>188.1</td>
<td>13.5</td>
<td>47</td>
<td>195.3</td>
<td>14.0</td>
<td>34</td>
<td>10</td>
<td>12.5</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-1.13</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>166</td>
<td>206.1</td>
<td>13.8</td>
<td>53</td>
<td>211.5</td>
<td>15.6</td>
<td>55</td>
<td>11</td>
<td>11.0</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.20</td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>180</td>
<td>205.7</td>
<td>16.1</td>
<td>53</td>
<td>216.4</td>
<td>16.7</td>
<td>39</td>
<td>7</td>
<td>9.7</td>
<td>56</td>
</tr>
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<td></td>
<td></td>
<td>-1.28</td>
<td>56</td>
</tr>
</tbody>
</table>

### Math: Math K-12

- **Observed Growth**
- **Grade-Level Norms Projected Growth**

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10 of 32
## Student Growth Summary Report

### Aggregate by School

- **Term:** Spring 2021-2022
- **District:** Burkburnett ISD
- **Norms Reference Data:** 2020 Norms.
- **Growth Comparison Period:** Fall 2021 - Spring 2022
- **Weeks of Instruction:** Start - 4 (Fall 2021)  
  End - 32 (Spring 2022)
- **Grouping:** None
- **Small Group Display:** No

### Overton Ray EL

#### Language Arts: Reading

<table>
<thead>
<tr>
<th>Grade (Spring 2022)</th>
<th>Total Number of Growth Events†</th>
<th>Mean RIT Score</th>
<th>Standard Deviation</th>
<th>Achievement Percentile</th>
<th>Mean RIT Score</th>
<th>Standard Deviation</th>
<th>Achievement Percentile</th>
<th>Observed Growth</th>
<th>Observed Growth SE</th>
<th>Projected School Growth</th>
<th>School Conditional Growth Index</th>
<th>School Conditional Growth Percentile</th>
<th>Number of Students With Growth Projections</th>
<th>Number of Percentage of Students Who Met Their Growth Projection</th>
<th>Student Norms</th>
<th>Student Median Condition Growth Percentile</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>163</td>
<td>185.8</td>
<td>17.1</td>
<td>45</td>
<td>195.0</td>
<td>15.7</td>
<td>38</td>
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<td>163</td>
<td>74</td>
<td>45</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>164</td>
<td>197.2</td>
<td>15.2</td>
<td>53</td>
<td>203.1</td>
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<td>5</td>
<td>160</td>
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<td>40</td>
<td>207.7</td>
<td>16.3</td>
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<td>21</td>
<td>180</td>
<td>88</td>
<td>49</td>
<td>44</td>
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</tbody>
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#### Diagram: Language Arts: Reading

- **Observed Growth**
- **Grade-Level Norms Projected Growth**

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## Student Growth Summary Report

**Aggregate by School**

<table>
<thead>
<tr>
<th>Term:</th>
<th>Spring 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>District:</td>
<td>Burk Burnett ISD</td>
</tr>
</tbody>
</table>

**Norms Reference Data:**

- 2020 Norms.
- Growth Comparison Period: Fall 2021 - Spring 2022
- Weeks of Instruction: Start - 4 (Fall 2021), End - 32 (Spring 2022)
- Grouping: None
- Small Group Display: No

### OVERTON RAY EL

**Language Arts: Language Usage**

<table>
<thead>
<tr>
<th>Grade (Spring 2022)</th>
<th>Total Number of Growth Events</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Growth</th>
<th>Grade-Level Norms</th>
<th>Growth Evaluated Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean RIT Score</td>
<td>Standard Deviation</td>
<td>Achievement Percentile</td>
<td>Mean RIT Score</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>3</td>
<td>153</td>
<td>187.0</td>
<td>15.5</td>
<td>46</td>
<td>193.1</td>
<td>15.5</td>
</tr>
<tr>
<td>4</td>
<td>153</td>
<td>197.2</td>
<td>13.9</td>
<td>49</td>
<td>202.9</td>
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<td>5</td>
<td>179</td>
<td>200.5</td>
<td>15.6</td>
<td>28</td>
<td>205.3</td>
<td>14.3</td>
</tr>
</tbody>
</table>

### Language Arts: Language Usage

**RIT Growth**

![Graph showing Language Arts: Language Usage with 3 grades (3, 4, 5) and their respective RIT growth values](image)

- Observed Growth
- Grade-Level Norms Projected Growth

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12 of 32
November 30, 2022 8:43 AM
## Student Growth Summary Report

### Aggregate by School

**Term:** Spring 2021-2022  
**District:** Burk Burnett ISD

**Norms Reference Data:** 2023 Norms.  
**Growth Comparison Period:** Fall 2021 - Spring 2022  
**Weeks of Instruction:** Start - 4 (Fall 2021)  
**End - 32 (Spring 2022)**  
**Grouping:** None  
**Small Group Display:** No

### OVERTON RAY EL

**Science: Science K-12**

<table>
<thead>
<tr>
<th>Grade (Spring 2022)</th>
<th>Total Number of Growth Events</th>
<th>Mean RIT Score</th>
<th>Standard Deviation</th>
<th>Achievement Percentile</th>
<th>Mean RIT Score</th>
<th>Standard Deviation</th>
<th>Achievement Percentile</th>
<th>Growth</th>
<th>Grade-Level Norms</th>
<th>Growth Evaluated Against</th>
<th>Student Norms</th>
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<tbody>
<tr>
<td>3</td>
<td>164</td>
<td>190.1</td>
<td>12.1</td>
<td>65</td>
<td>197.1</td>
<td>10.4</td>
<td>58</td>
<td>7</td>
<td>0.7</td>
<td>Observed Growth</td>
<td>37</td>
</tr>
<tr>
<td>4</td>
<td>193</td>
<td>198.2</td>
<td>11.1</td>
<td>74</td>
<td>204.5</td>
<td>10.0</td>
<td>71</td>
<td>6</td>
<td>0.5</td>
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<td>210.5</td>
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<td>7</td>
<td>0.6</td>
<td>Observed Growth</td>
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### Science: Science K-12

**RIT Growth**

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<th>Grade</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIT</td>
<td>6.0</td>
<td>6.5</td>
<td>7.0</td>
</tr>
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</table>

- **Observed Growth**
- **Grade-Level Norms Projected Growth**
3rd Grade

70% of students scored APPROACHES on STAAR Reading
37% of students scored MEETS on STAAR Reading
18% of students scored MASTERS on STAAR Reading

63% of students scored APPROACHES on STAAR Math
34% of students scored MEETS on STAAR Math
11% of students scored MASTERS on STAAR Math

4th Grade

69% of students scored APPROACHES on STAAR Reading
37% of students scored MEETS on STAAR Reading
21% of students scored MASTERS on STAAR Reading

64% of students scored APPROACHES on STAAR Math
38% of students scored MEETS on STAAR Math
18% of students scored MASTERS on STAAR Math

5th Grade

67% of students scored APPROACHES on STAAR Reading
38% of students scored MEETS on STAAR Reading
22% of students scored MASTERS on STAAR Reading

67% of students scored APPROACHES on STAAR Math
36% of students scored MEETS on STAAR Math
17% of students scored MASTERS on STAAR Math

63% of students scored APPROACHES on STAAR Science
32% of students scored MEETS on STAAR Science
12% of students scored MASTERS on STAAR Science

Overton Ray saw GROWTH in ALL tested area and reached Grade-Level Normas Projected Growth in 4th Grade Math and 5th Grade Science.

Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** According to STAAR and MAP data, only 1/3 of our students are on grade level. **Root Cause:** Instructional practices, intervention strategies, and
instructional rigor that does not match that of ALL assessments.
School Processes & Programs

School Processes & Programs Summary

- RTI: Teachers identify student needs and offer small group instruction as well as utilizing reading/math specialists.
- Accelerated Instruction: students who were unsuccessful on STAAR Math and/or Reading are offered Accelerated Instruction embedded in the school day or offered after school.
- SPED Inclusion and resource: Students receive services as a part of the gen ed classroom or are pulled for resource time.
- ALPS: students receive instruction and extension as a part of the gifted and talented program.
- Dyslexia: students receive dyslexia service as a part of the regular school day.
- Revised and revamped Teacher Walkthrough Observation process to gather data related to high quality instruction.

School Processes & Programs Strengths

Students receive instruction and services that are data-driven and tailored to their specific needs.

This is ensured through the PLC/CTM process.

Accelerated Instruction is data driven and delivered by highly qualified teachers.

Design Team members provide leadership to CTMs and guide them in data driven instructional planning.

RTI Instruction

Growth has been measured in students, specifically in tier 3. This has been measured through both STAAR and MAP data.

Campus administration has made it their goal to be active in observing teachers through walkthroughs and recording that data on a Google Form.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There has been a renewed emphasis on the PLC process to ensure all staff is using data to drive instruction. Root Cause: Inefficient use of time on things not directly related to student performance.

Problem Statement 2: Teachers have not received enough feedback from administration. Root Cause: Walkthrough observations have been inconsistent and sharing feedback with teachers has not happened as much as teachers need/require.
Perceptions

Perceptions Summary

Overton Ray is a campus that promotes collaboration. Teachers do what is best for kids as they plan instruction. CTMs meet once a week and use data to drive their instruction. Our culture is one that thrives in being kind and celebrating both student and staff success. We are making an effort to be more efficient in the PLC process and ensuring high quality instruction through data-driven processes.

School culture focuses on creating a school family based on the six pillars of character and the beginning stages of Conscious Discipline. Each six weeks, students in grades 3-5 are recognized for excellent character as Ray Rockstars. Overton Ray Elementary has a year long kindness challenge and students and staff are encouraged to write acts of kindness that they witness, a thank you to someone who has been kind to them, or an inspirational quote to promote kindness. Each classroom also has a copy of The Energy Bus for Kids that teachers read and plan lessons for that promote the positive aspect and growth mindset of students. The campus has a heavy focus on student goal setting and celebrations. Each day during announcements students are recognized for achieving academic and character goals. Students are given the opportunity to ring the goal bell and a picture is taken and posted on a bulletin board in the hall by the office. Students are also recognized with Positive Office Referrals.

The school counselor plans and implements monthly guidance lessons with students that focus on kindness, recognizing the difference between being mean, rude, and bullying, other age appropriate social skills, and character building. There are also posters throughout the campus that students and staff refer to in regard to recognizing the difference between being mean, rude, and bullying. Additionally, we have posters throughout the campus that refer to how we can be our BULLDOG BEST in the cafe, hall, and restroom.

Project Based Learning - promotes communication and collaboration among students and staff

Teachers have access to a classroom app that allows them to actively monitor what their students are working on on their iPads.

Campus drills are conducted each month. All doors that provide access to classrooms are secured by badge access.

Students utilize the Rhithm app for social-emotional needs.

Parent ENGAGEMENT has been moved to the forefront as we plan. We want parents to be more than just consumers, actually participating in the learning process.

Perceptions Strengths

- Free Clothes Closet
- Ray Way Pledge with "I Choose" statements
- Positive Office Referrals for staff and students
- Lunch Buddies - recognition for positive behavior in cafeteria at lunch time (Currently suspended due to COVID-19)
- Shout Outs during morning announcements for academic achievement
- Student Goal Setting and Celebrations (Ex: announcements, picture on bulletin board, positive office referrals, principal treasure box, etc.)
- Implementation of Watch D.O.G.S. program (positive male role models volunteering on campus)
- Empowering teachers in school processes through campus committees.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Social/Emotional Learning is still a focus for our campus as we continue to support students who show gaps in that area. Root Cause: We believe that this is
partially due to the effects of COVID and missed school time. Many of our students were at home for long periods of time and many of them need the structure, support, and routines of school. We also believe home dynamics have changed and the dependence upon technology as well as the availability of questionable content on devices has affected students.
Comprehensive Needs Assessment Data Documentation

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

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

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**
• Class size averages by grade and subject

**Employee Data**
• Professional learning communities (PLC) data
• Staff surveys and/or other feedback
• T-TESS data

**Parent/Community Data**
• Parent engagement rate

**Support Systems and Other Data**
• Organizational structure data
• Processes and procedures for teaching and learning, including program implementation
• Study of best practices
# Goals

**Revised/Approved: October 6, 2022**

**Goal 1:** Through improved data analysis and reflective teaching practices, Overton Ray Elementary will see a 10% increase in students that attain "MEETS" and "MASTERS" on assessments. This will include all tested subjects on both MAP and STAAR.

**Performance Objective 1:** Teachers will meet once a week in CTMs to use data from CFAs, MAP, and STAAR to drive instruction.

- **High Priority**
- **Evaluation Data Sources:** CFA, MAP, STAAR, campus data protocol (See it, Name it, Do it)

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will utilize &quot;See It, Name, It, Do It&quot; protocol following CSA's and MAP testing to utilize assessment data to drive instruction.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Target specific needs of individual students and student groups. This will allow teachers to better utilize RTI instructional time.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> All teaching staff and specialists.</td>
<td><a href="#">0%</a></td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong> Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td>- <strong>ESF Levers:</strong></td>
<td></td>
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<tr>
<td>- Lever 5: Effective Instruction</td>
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</tr>
</tbody>
</table>

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
**Goal 2:** Overton Ray Elementary will increase parent/community communication, involvement, and engagement. The campus will provide opportunities for parents to be a part of student learning in contrast to simply being consumers.

**Performance Objective 1:** Overton Ray will host at least 2 parent ENGAGEMENT opportunities during the 22-23 school year. The focus will be to have students as a part of the learning process and not just present to view student work.

**Evaluation Data Sources:** Parent surveys, sign-in sheets, social media posts/engagements

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will collaborate to create a reading event in the fall and a math event in the spring.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Promoting parent engagement, not just participation, in both reading and math.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administrations and specialists.</td>
<td></td>
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<tr>
<td><strong>TEA Priorities:</strong></td>
<td></td>
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<tr>
<td>Build a foundation of reading and math</td>
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<tr>
<td>- <strong>ESF Levers:</strong></td>
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<tr>
<td>Lever 3: Positive School Culture</td>
<td></td>
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</tbody>
</table>

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
Goal 2: Overton Ray Elementary will increase parent/community communication, involvement, and engagement. The campus will provide opportunities for parents to be a part of student learning in contrast to simply being consumers.

Performance Objective 2: Teachers will create virtual engagement opportunities in all content areas.

**Evaluation Data Sources:** Social media posts/share/engagements, parent surveys

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1</strong>: Teachers will collaborate to create digital opportunities for parents/guardians to engage in learning with their students.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Promote engagement with those that are not able to be on campus for engagement events.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> All teaching staff, specialists, and administration.</td>
<td></td>
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</tbody>
</table>

**ESF Levers:**
Lever 3: Positive School Culture

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Oct</td>
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<tr>
<td>Jan</td>
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<td></td>
</tr>
<tr>
<td>Mar</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>June</td>
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</tbody>
</table>

- 0% No Progress
- 0% Accomplished
- Continue/Modify
- Discontinue
Goal 3: All students will be educated in a safe, healthy, and orderly learning environment as well as being provided social/emotional learning opportunities throughout the school year.

Performance Objective 1: Monthly drills will be performed to ensure Overton Ray is prepared for all possible situations/scenarios.

  - High Priority

  - Evaluation Data Sources: Safety audits, drill documentation, feedback from safety personnel.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> ALICE and fire drills will be performed monthly. Tornado drills will be performed once per semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students and staff will be better prepared in the case there is an emergency.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration, SRO, and district safety/security</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy 1 Details</strong></td>
<td><strong>Reviews</strong></td>
</tr>
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</tr>
<tr>
<td>Strategy 1: ALICE and fire drills will be performed monthly. Tornado drills will be performed once per semester.</td>
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</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students and staff will be better prepared in the case there is an emergency.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration, SRO, and district safety/security</td>
<td>0%</td>
</tr>
</tbody>
</table>

- 0% No Progress
- 100% Accomplished
- Continue/Modify
- Discontinue
Goal 3: All students will be educated in a safe, healthy, and orderly learning environment as well as being provided social/emotional learning opportunities throughout the school year.

Performance Objective 2: All entrances/exits will be monitored for security throughout the instructional day.

High Priority

Evaluation Data Sources: Door audits, SRO feedback

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The campus SRO will do door safety checks at least once per day as well as perimeter gates.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase safety and security on campus.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> SRO and district safety/security team.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Jan</td>
<td>Mar</td>
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<tr>
<td>0%</td>
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<td></td>
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<tr>
<td>Accomplished</td>
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</table>

0% No Progress   100% Accomplished  Continue/Modify  Discontinue
**Goal 3:** All students will be educated in a safe, healthy, and orderly learning environment as well as being provided social/emotional learning opportunities throughout the school year.

**Performance Objective 3:** Students will be given opportunities for SEL embedded in the classroom setting as well as through presentations from multiple sources.

- **High Priority**
- **Evaluation Data Sources:** Teacher feedback, student surveys

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> As a part of lesson planning, teachers will embed SEL as a part of their instructional day at least once per week.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Meet the S/E needs of all of our students, thus creating a safe classroom that is conducive to learning.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> All staff.</td>
<td>0%</td>
</tr>
<tr>
<td><strong>ESF Levers:</strong> Lever 3: Positive School Culture, Lever 5: Effective Instruction</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Students will receive Social/Emotional lessons from the counselor once per 6-weeks as well as tips from the counselor on morning announcements.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase opportunities to meet SE needs of all students.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Counselor</td>
<td>0%</td>
</tr>
<tr>
<td><strong>ESF Levers:</strong> Lever 3: Positive School Culture</td>
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</tbody>
</table>

![Status Indicators]

- 0% No Progress
- 100% Accomplished
- Continue/Modify
- Discontinue

Overton Ray Elementary
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November 30, 2022 8:43 AM
Goal 3: All students will be educated in a safe, healthy, and orderly learning environment as well as being provided social/emotional learning opportunities throughout the school year.

Performance Objective 4: Students will be given opportunities for character education and SEL through clubs/groups membership before and/or after school.

Evaluation Data Sources: Student/parent/teacher surveys, Community feedback.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will offer character building clubs/groups to meet the needs of our students outside of regular instructional time.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Meeting student SE needs through a sense of belonging.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> All staff responsible for student groups.</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong> Improve low-performing schools</td>
<td>No Progress</td>
</tr>
<tr>
<td>- <strong>ESF Levers:</strong> Lever 3: Positive School Culture</td>
<td>No Progress</td>
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<td></td>
<td>No Progress</td>
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Overton Ray Elementary
Generated by Plan4Learning.com
November 30, 2022 8:43 AM
**Goal 4:** All staff will provide opportunities for students to take responsibility of their own learning and track their own academic progress.

**Performance Objective 1:** Teachers will provide students to track their own academic progress in all content areas.

**Evaluation Data Sources:** Student data tracking

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Teachers will create content-specific opportunities for students to track their own academic progress/growth.</td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: Students will take ownership of their learning.</td>
<td>Oct</td>
</tr>
<tr>
<td>Staff Responsible for Monitoring: All staff.</td>
<td>0% Accomplished</td>
</tr>
<tr>
<td>TEA Priorities: Improve low-performing schools</td>
<td>0% No Progress</td>
</tr>
</tbody>
</table>
**Goal 5:** All staff at Overton Ray will utilize high quality instructional material that is aligned to instructional planning calendars and interim/formative assessments.

**Performance Objective 1:** Staff will receive ongoing training in relation to all instructional materials being utilized on the campus. Ex: iReady, MindPlay, TEKS Resource, DMAC, and Zearn

**High Priority**

**Evaluation Data Sources:** Staff sign-in sheets for professional development. Lesson plans reflecting use of instructional materials.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> All staff will receive relevant PD during the school year that will meet their individual needs, better equipping them to provide high quality instruction to OUR students.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Giving teachers the capacity and ability to give the highest quality instruction possible.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration, specialists, curriculum and instruction</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td><strong>ESF Levers:</strong> Lever 5: Effective Instruction</td>
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</tbody>
</table>

- No Progress
- Accomplished
- Continue/Modify
- Discontinue

Overton Ray Elementary
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Goal 6: All staff will utilize effective classroom routines and instructional strategies.

Performance Objective 1: All staff will work with Math/Reading Specialists to plan engaging lessons using data driven instructional strategies. These strategies will be utilized in both classroom instruction and RTI.

High Priority

Evaluation Data Sources: Lesson plans, assessment data, informal assessments, CTM agendas.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: All teachers will utilize instructional specialists during PLC/CTM process to refine instructional strategies at least once per week.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Improve the capacity of teachers to provide high quality instruction to all students.</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Specialists and administration.</td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong></td>
<td></td>
</tr>
<tr>
<td>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td>- <strong>ESF Levers:</strong></td>
<td></td>
</tr>
<tr>
<td>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</td>
<td></td>
</tr>
</tbody>
</table>
**Goal 6:** All staff will utilize effective classroom routines and instructional strategies.

**Performance Objective 2:** Classroom teachers focus on improving Tier 1 instruction with a focus on small group instruction. To achieve this, teachers will participate in instructional rounds, modeled lessons from peers as well as math/reading specialists.

**High Priority**

**Evaluation Data Sources:** Instructional rounds protocol, CTM agendas, DMAC, MAP, STAAR.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will utilize instructional rounds to see small group instruction as well as utilize peers to model instruction.</td>
<td><strong>Oct</strong></td>
</tr>
<tr>
<td><strong>Strategic Result/Impact:</strong> Equip teachers with the capacity to deliver high quality small group instruction to better meet the needs of all students.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Specialists, administration.</td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td><strong>ESF Levers:</strong> Lever 5: Effective Instruction</td>
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</tbody>
</table>

- 0% No Progress  
- 0% Accomplished  
- 0% Continue/Modify  
- 0% Discontinue