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 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 PRIORITY. 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

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- 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

Ethnic Distribution:								
African American	21	4.0%	6.2%	12.7%	21	4.0%	6.3%	12.7%
Hispanic	92	17.5%	17.7%	52.9%	92	17.5%	17.8%	52.9%
White	371	70.5%	65.8%	26.5%	371	70.5%	65.7%	26.5%
American Indian	5	1.0%	1.0%	0.3%	5	1.0%	1.0%	0.3%
Asian	4	0.8%	1.3%	4.7%	4	0.8%	1.3%	4.7%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	32	6.1%	7.8%	2.7%	32	6.1%	7.8%	2.7%

Sex:								
Female	261	49.6%	48.7%	48.9%	261	49.6%	48.7%	48.9%
Male	265	50.4%	51.3%	51.1%	265	50.4%	51.3%	51.1%

Economically Disadvantaged	272	51.7%	46.8%	60.3%	272	51.7%	46.8%	60.2%
Non-Educationally Disadvantaged	254	48.3%	53.2%	39.7%	254	48.3%	53.2%	39.8%
Section 504 Students	40	7.6%	8.7%	7.2%	40	7.6%	8.8%	7.2%
EB Students/EL	9	1.7%	1.8%	20.7%	9	1.7%	1.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	4	0.7%	1.6%	1.2%				

Texas Education Agency

2020-21 Student Information (TAPR)

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

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	42	8.0%	5.3%	4.5%	42	8.0%	5.3%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	11	2.1%	2.6%	1.1%	11	2.1%	2.6%	1.1%
Immigrant	1	0.2%	0.3%	2.0%	1	0.2%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	526	100.0%	99.9%	64.5%	526	100.0%	99.9%	64.5%
Military Connected	36	6.8%	17.8%	2.7%	36	6.8%	17.8%	2.7%
At-Risk	241	45.8%	45.4%	49.2%	241	45.8%	45.5%	49.1%
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							
By Type of Primary Disability 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%				

Staff Information	Count/Average	Percent	District	State
Total Staff	59.7	100.0%	100.0%	100.0%
Professional Staff:	48.5	81.3%	65.7%	64.3%
Teachers	36.6	61.3%	52.3%	49.6%
Professional Support	11.0	18.4%	9.8%	10.6%
Campus Administration (School Leadership)	1.0	1.7%	2.5%	3.0%
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 area 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

Student Learning Summary

Student Growth Summary Report

Aggregate by School

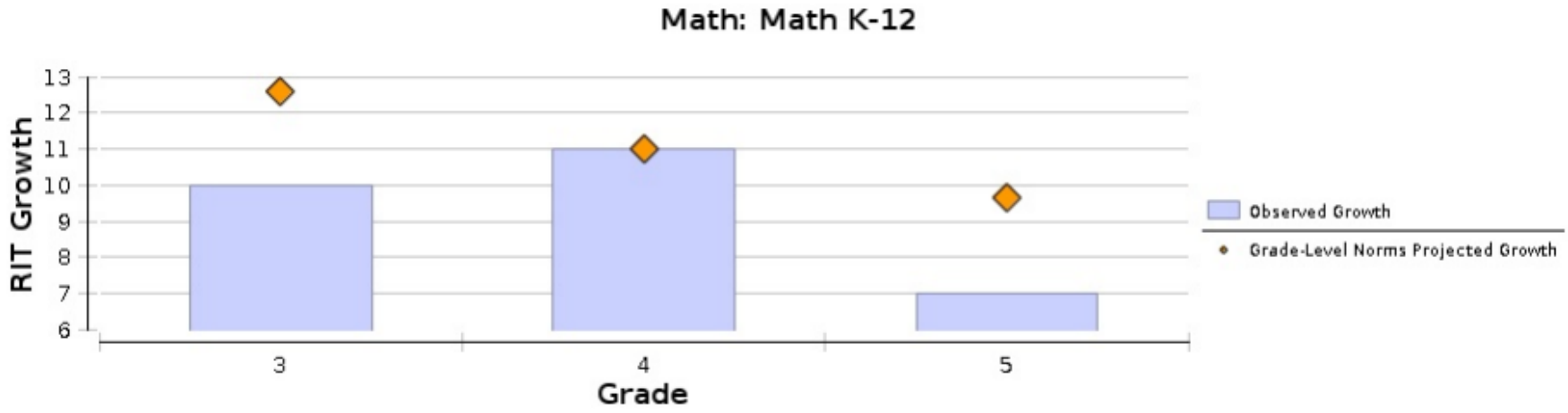
Term: Spring 2021-2022
District: Burkburnett ISD

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

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	165	188.1	13.5	47	198.3	14.0	34	10	0.5	12.6	-1.13	13	165	55	33	31
4	166	200.1	13.8	53	211.5	15.6	55	11	0.6	11.0	0.20	58	166	93	56	56
5	180	209.7	16.1	53	216.4	16.7	39	7	0.6	9.7	-1.28	10	180	64	36	34



Student Growth Summary Report

Aggregate by School

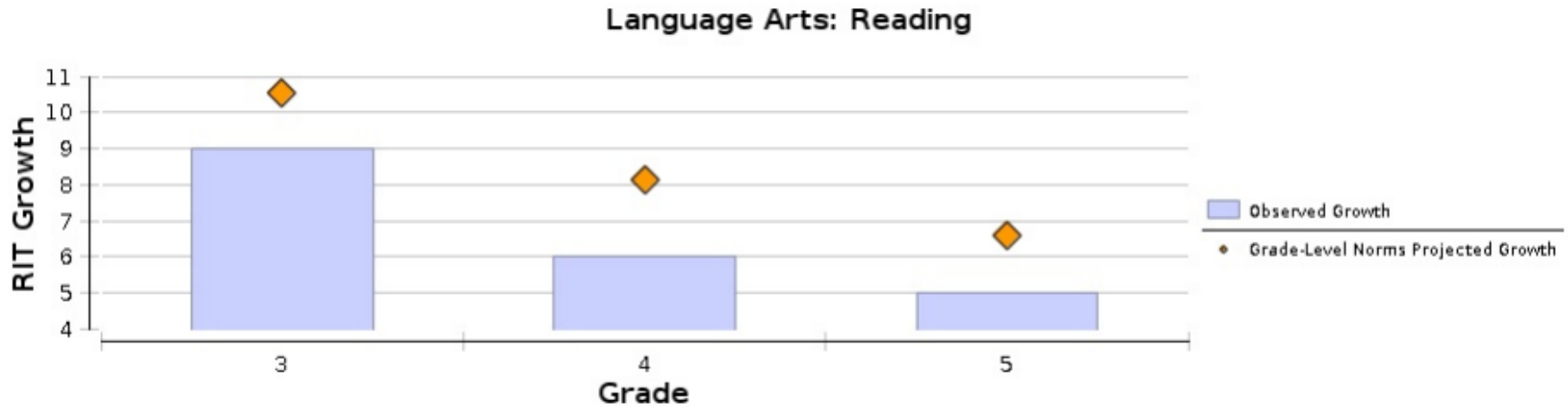
Term: Spring 2021-2022
District: Burkburnett ISD

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

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	163	185.8	17.1	45	195.0	15.7	38	9	0.8	10.5	-0.63	26	163	74	45	44
4	164	197.2	15.2	53	203.1	15.1	40	6	0.7	8.1	-1.07	14	164	69	42	39
5	180	202.7	16.1	40	207.7	16.3	32	5	0.7	6.6	-0.81	21	180	88	49	44



Student Growth Summary Report

Aggregate by School

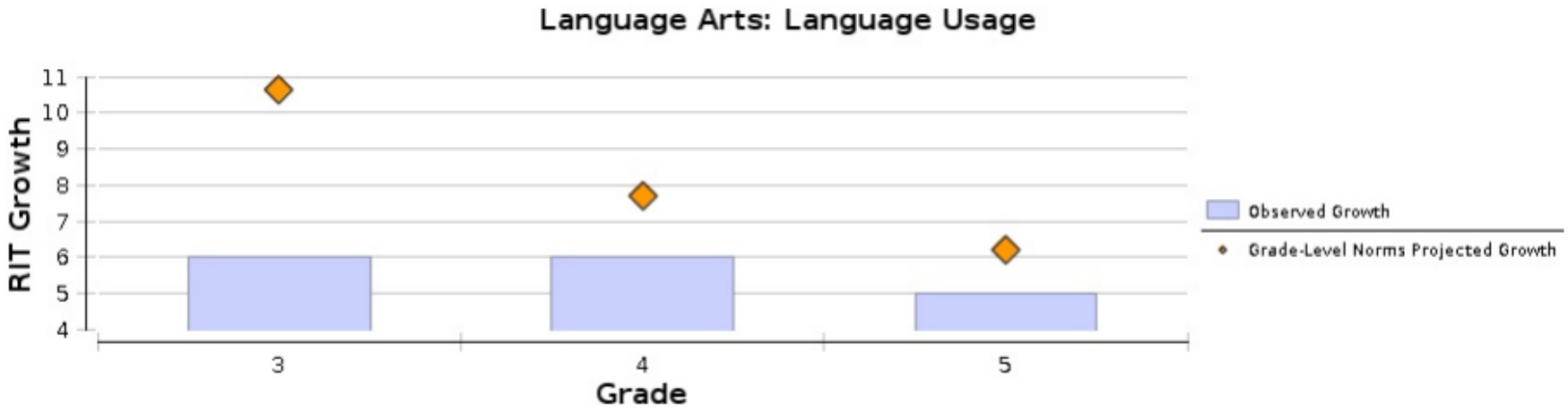
Term: Spring 2021-2022
District: Burkburnett ISD

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:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	163	187.0	15.5	46	193.1	15.5	21	6	0.7	10.6	-2.32	1	163	53	33	27
4	163	197.2	13.9	49	202.9	13.5	37	6	0.7	7.7	-1.16	12	163	67	41	37
5	179	200.5	15.6	28	205.3	14.3	22	5	0.7	6.2	-0.88	19	179	80	45	40



Student Growth Summary Report

Aggregate by School

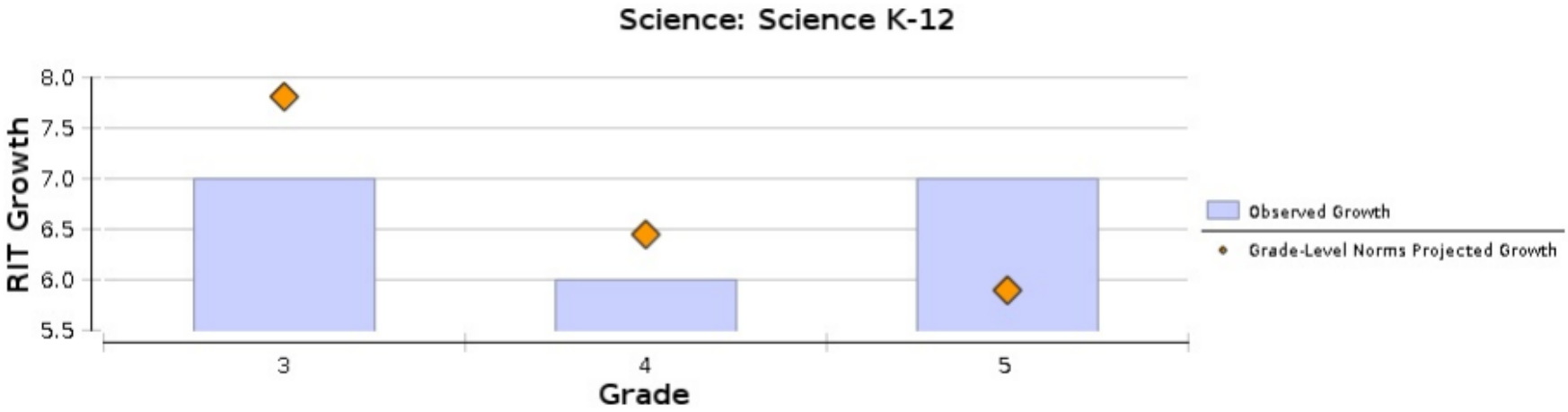
Term: Spring 2021-2022
District: Burkburnett ISD

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

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	164	190.1	12.1	65	197.1	10.4	58	7	0.7	7.8	-0.33	37	164	85	52	51
4	163	198.2	11.1	74	204.5	10.0	71	6	0.5	6.4	-0.07	47	163	91	56	50
5	181	203.4	11.6	71	210.5	10.8	76	7	0.6	5.9	0.57	72	181	113	62	55



Student Learning Strengths

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 aread 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 Intruction: 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 resourse 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.

Deasign 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 adminstration 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 promtes 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 celbrating 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 witnees, a thank you to someone who has been kind to them, or an inspriational 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, recogonizing 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. Additioanlly, we have posters throughout the camps 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 announcemements 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 (postiive 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will utilize "See It, Name, It, Do It" protocol following CSA's and MAP testing to utilize assessment data to drive instruction. **Strategy's Expected Result/Impact:** Target specific needs of individual students and student groups. This will allow teachers to better utilize RTI instructional time. **Staff Responsible for Monitoring:** All teaching staff and specialists. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	0%			

 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 prt of the learning process and not just present to view student work.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will collaborate to create a reading event in the fall and a math event in the spring. **Strategy's Expected Result/Impact:** Promoting parent engagement, not just participation, in both reading and math. **Staff Responsible for Monitoring:** Administrations and specialists. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture	0%			

0% No Progress | 100% 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will collaborate to create digital opportunities for parents/guardians to engage in learning with their students. **Strategy's Expected Result/Impact:** Promote engagement with those that are not able to be on campus for engagement events. **Staff Responsible for Monitoring:** All teaching staff, specialists, and administration. **ESF Levers:** Lever 3: Positive School Culture	0%			

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 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ALICE and fire drills will be performed monthly. Tornado drills will be performed once per semester. **Strategy's Expected Result/Impact:** Students and staff will be better prepared in the case there is an emergency. **Staff Responsible for Monitoring:** Administration, SRO, and district safety/security	0%			

No Progress

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus SRO will do door safety checks at least once per day as well as perimeter gates. **Strategy's Expected Result/Impact:** Increase safety and security on campus. **Staff Responsible for Monitoring:** SRO and district safety/security team.	0%			

 No Progress 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

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

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

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 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will offer character building clubs/groups to meet the needs of our students outside of regular instructional time. **Strategy's Expected Result/Impact:** Meeting student SE needs through a sense of belonging. **Staff Responsible for Monitoring:** All staff responsible for student groups. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	0%			

 No Progress Accomplished Continue/Modify Discontinue

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will create content-specific opportunities for students to track their own academic progress/growth. **Strategy's Expected Result/Impact:** Students will take ownership of their learning. **Staff Responsible for Monitoring:** All staff. **TEA Priorities:** Improve low-performing schools	0%			

 No Progress Accomplished Continue/Modify Discontinue

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.

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

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

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teachers will utilize instructional specialists during PLC/CTM process to refine instructional strategies at least once per week. **Strategy's Expected Result/Impact:** Improve the capacity of teachers to provide high quality instruction to all students. **Staff Responsible for Monitoring:** Specialists and administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	0%			

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

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will utilize instructional rounds to see small group instruction as well as utilize peers to model instruction. **Strategy's Expected Result/Impact:** Equip teachers with the capacity to deliver high quality small group instruction to better meet the needs of all students. **Staff Responsible for Monitoring:** Specialists, administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	0%			

 No Progress Accomplished Continue/Modify Discontinue