

Burkburnett Independent School District

Overton Ray Elementary

2019-2020



Mission Statement

District Vision:

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

District 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

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Inspiring Every Heart, Every Mind, Every Day

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Comprehensive Needs Assessment

Needs Assessment Overview

Overton Ray Elementary School earned a C rating from the state for 2018-2019. The campus is required to address needs for a Targeted Improvement Plan through the Campus Improvement Plan.

STAAR Approaches Grade Level Results All Student

Reading/ELA Math Science Writing

68% 74% 59% 53%

STAAR Meets Grade Level Results All Students

Reading/ELA Math Science Writing

36% 42% 34% 20%

STAAR Masters Grade Level Results All Students

Reading/ELA Math Science Writing

18% 23% 11% 3%

Demographics

Demographics Summary

Overton Ray Elementary School is a Title I campus in Burkburnett ISD with an enrollment of 516 students in grades 3-5. The economically disadvantaged population is approximately 54% of the total campus population.

The Race/Ethnicity:

- American Indian-2
- Asian-4
- African American-24
- Nat Hawaiian-1
- White-368
- Hispanic-97
- Two or More Races-39

Gender:

- Male-271
- Female-264

Mobility/Stability: 535 entries

Special Program Participation:

- SPED-59
- 504 Program-39
- ALPS-42

At-Risk by Grade: 233 Total

- Grade 3-46
- Grade 4-67
- Grade 5-120

At-Risk by Category:

- CPS-125
- STAAR 4th & 5th- 126
- Readiness-18
- ESL-11
- Homeless-8
- Retained-18
- Economically Disadvantaged - 294 (55%)

Teacher/Student Ratio:

- 3rd: 194 - 21:1
- 4th: 164 - 18:1
- 5th: 177 - 24:1

Demographics Strengths

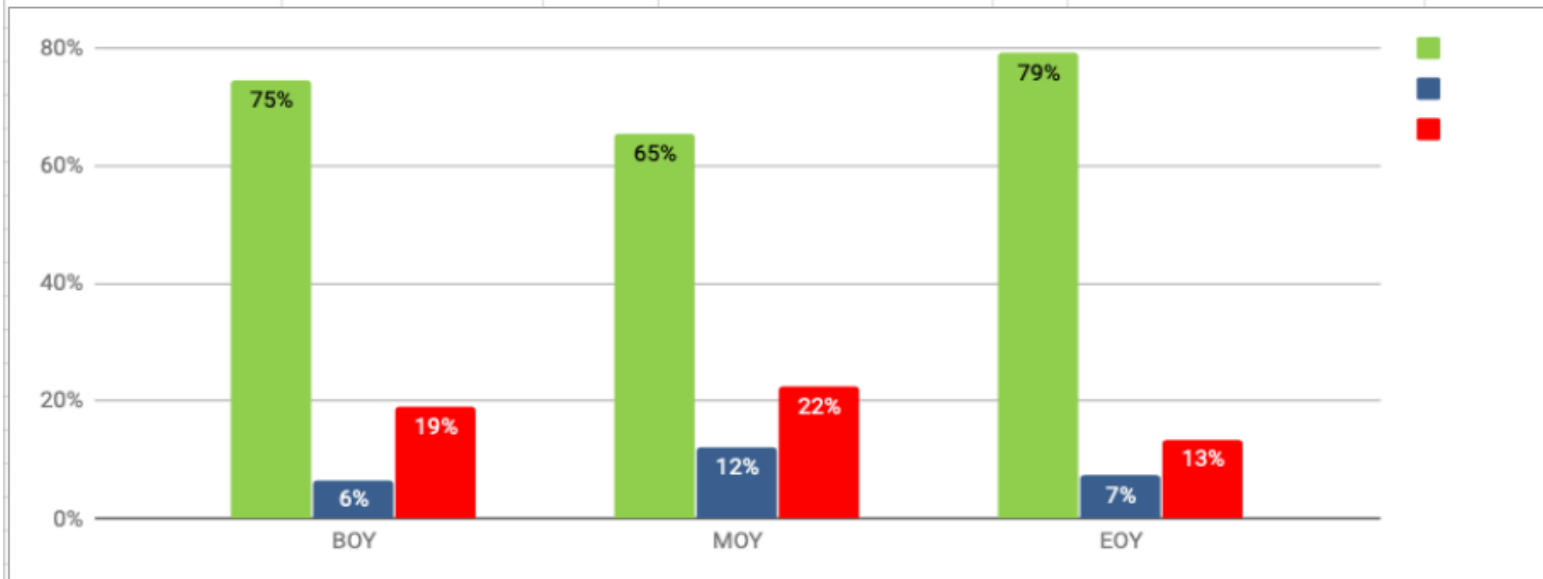
- 95% Attendance Rate
- Free breakfast for all students
- Second language learners are served by certified ESL classroom teachers
- SPED students in 3rd-5th grade receive inclusion and/or resource pull-out services for subjects specified in their IEPs

Student Achievement

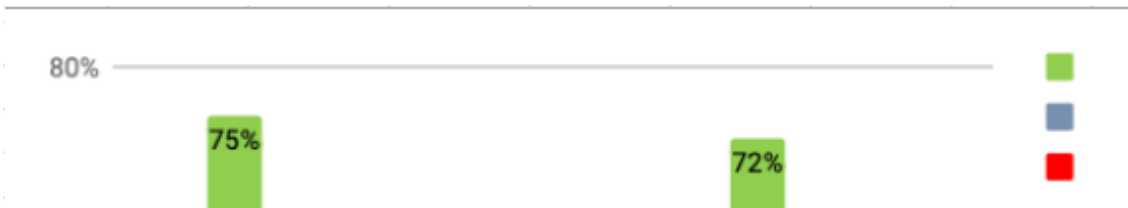
Student Achievement Summary

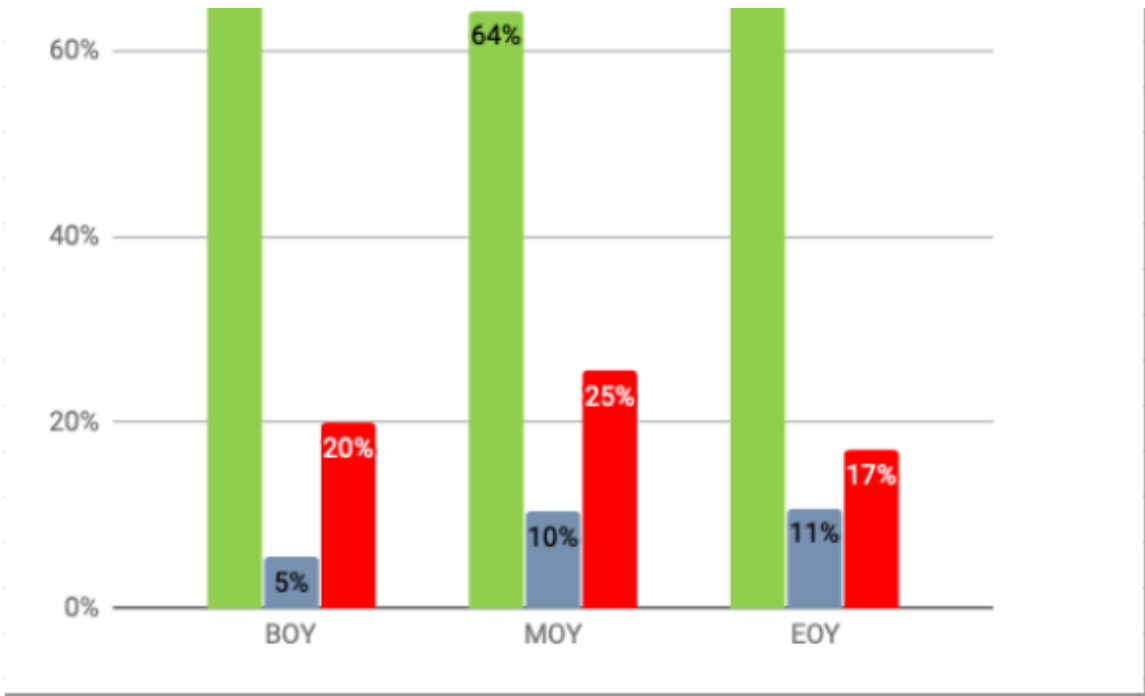
3rd-5th Grade Guided Reading Data

All 3rd - 5th Grade	BOY		MOY		EOY	
Above Level	75%	375	65%	324	79%	389
On Level	6%	32	12%	60	7%	36
Below Level	19%	96	22%	111	13%	66
	total students	503	total students	495	total students	491

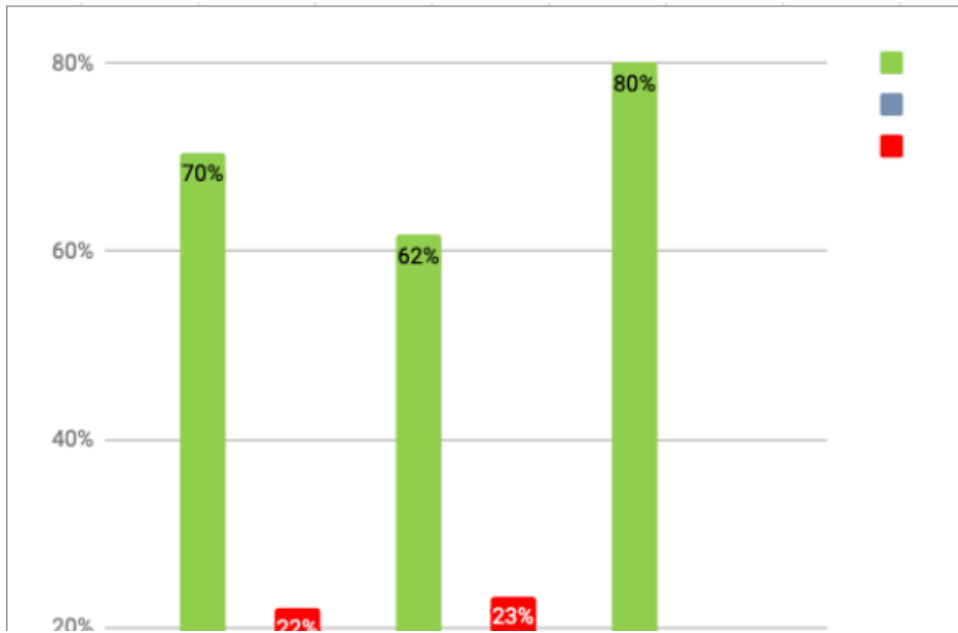


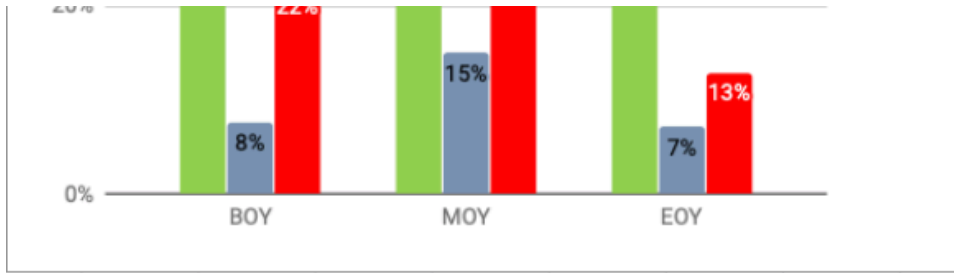
3rd Grade Guided Reading Data





4th Grade Guided Reading Data





5th Grade Guided Reading Data

Student Achievement Strengths

Areas of strength:

- Increase Approaching Grade Level Standard in 3rd grade math for Special Education students from 38% to 42% (2018 to 2019)
- Increase Approaching Grade Level Standard in 4th grade math for Special Education students from 40% to 43% (2018 to 2019)
- Increase Approaching Grade Level Standard in 5th grade math for Special Education students from 17% to 53% (2018 to 2019)
- Increase Approaching Grade Level Standard in 4th grade reading for Special Education Students from 40% to 43% (2018-2019)
- Increase Approaching Grade Level Standard in 5th grade reading for Special Education Students from 17% to 60% (2018-2019)
- Increase Approaching Grade Level Standard in 4th grade reading for Special Education Students from 40% to 43% (2018-2019)
- Increase Approaching Grade Level Standard in 3rd grade math for all students from 65% to 75%
- Increase Approaching Grade Level Standard in 4th grade math for all students from 68% to 74%
- Increase Approaching Grade Level Standard in 5th grade math for all students from 68% to 74%
- Increase Approaching Grade Level Standard in 4th grade reading for all students from 49% to 68%
- Increase Approaching Grade Level Standard in 5th grade reading for all students from 59% to 71%
- Increase Approaching Grade Level Standard in 5th grade science for all students from 28% to 59%
- Increase Approaching Grade Level Standard in 4th grade Writing for all students from 38% to 53%
- Guided Reading percentage of students on or above level increased in every grade level from the beginning of year to end of year
- TEA Student Performance Indicator increased from 67% in 2017-2018 to 72% in 2018-2019
- TEA School Progress Indicator increased from 63% in 2017-2018 to 74% in 2018-2019
- TEA Closing the Gaps Indicator increased from 51% in 2017-2018 to 71% in 2018-2019
- Students participated in at least three PBL activities in each content area
- Special Education sub-population students met meets performance in all tested subject areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: TEA has identified Overton Ray Elementary for targeted support and improvement. **Root Cause:** Underperformance on STAAR tests in multiple areas three years in a row.

School Culture and Climate

School Culture and Climate Summary

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 school counselor plans and implements monthly guidance lessons with students that focus on kindness, recognizing the difference between being mean, rude, and bullying, and 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

Students complete digital citizenship lessons through Google's "Be Internet Awesome" curriculum.

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 six weeks. All doors that provide access to classrooms are secured by badge access.

School Culture and Climate Strengths

- - Focus on kindness and 6 Pillars of Character
 - Year long kindness challenge
 - Free Clothes Closet
 - The Energy Bus for Kids
 - Weekly Culture of Positivity Word of the Week
 - 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
 - Shout Outs during morning announcements for academic achievement

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Burkburnett ISD ensures 100% certified staff and paraprofessionals are highly qualified before consideration for employment. First year teachers are given a mentor and new teachers have a mentor buddy.

Staff Quality, Recruitment, and Retention Strengths

- Staff is flexible
- Change in school climate is positive
- Staff is supported by administration
- Willing to adjust schedules to meet student needs
- Staff builds positive relationships with students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curricular objectives are aligned with Texas Essential Knowledge and Skills (TEKS). The goal is to deliver a curriculum that is academically rich, student-centered, and diagnostic in ways to assure student success.

TEKS Resource Management System is used to integrate content, process, and product; typifying real world situations.

Guided Reading strategies help students move to the next reading levels in grades 3-5. All English Language Arts/Reading teachers have been trained in Balanced Literacy and teachers new to the district are being training this year. We have also adopted the Fountas & Pinnell RLA curriculum for grades 3-5. The campus reading specialist is pushing into classrooms to support Guided Reading instruction and the implementation of the Fountas & Pinnell curriculum.

More Guided Math training is warranted to ensure mathematical concepts are learned at the level of rigor expected. The campus math specialist is pushing into classrooms to support Guided Math instruction.

The use of online programs (Imagin Math, Writing City, NWEA MAP Assessments) help assess student strengths and areas in need of improvement.

Implementation of Project Based Learning has provided students with the opportunity to solve real world problems. Teachers are learning to design Project Based Learning experiences that encompass the 8 components of Gold Standard PBL through professional development opportunities with the Buck Institute for Education. For the 2019-2020 school year we have a full time Instructional Specialist on our campus to assist teachers with the implementation of PBL and technology integration in the classrooms.

We have a campus Design Team composed of the principal, assistant principale, Instrcutional Specialst and one teacher from each grade level. The goal of the Design team is to assist with the PLC process, data driven instruction, and Project Based Learning.

Curriculum, Instruction, and Assessment Strengths

- Use of TEKS Resource Management System
- Common Formative and Summative Assessments are used to identify student progress and/or need for intervention
- Use of Running Records to inform instruction
- Collaborative team meetings to discuss the four questions of PLCs
- Students will begin implementing personal goal and data binders this year to provide additional opportunities for students to take an active role in their learning
- RtI is embedded within the school day

- Intensive professional development on Project Based Learning
- Implementation of Project Based Learning
- Vertical and cross curricular planning of PBL experiences by teachers
- Vertical alignment of Common Formative and Summative Assessments that are uploaded to DMAC along with student results
- PBL Designed Staff Meetings
- Implementation of Design Teams to assist teachers with PBL and PLC
- Increased number of and quality of digital student projects due to implementation of PBL, instructional support staff through the technology department, and campus professional development for teachers (FlipGrid, Quiver, etc)
- Focus on student data to guide classroom instruction, spiral instruction, and RTI
- TEKS Breakdown binders to help teachers focus on readiness standards.
- Lonestar Learning Math and Reading Wall, Writing City, Fountas and Pinnell, Guided Reading, Guided Math
- TEKS Breakdown binders were developed for math and reading last year and will be developed for the remaining core and enrichment subjects this year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Overall, we need to increase student achievement and will do so by creating and using TEKS breakdown binders and analyzing students test data to form intervention strategies. Students will also maintain personal data and goal binders. **Root Cause:** Lack of curricular alignment in some subject areas.

Parent and Community Engagement

Parent and Community Engagement Summary

According to recent Campus Needs Assessment Survey results 66% of parents who completed the survey believe the school staff communicates with them regularly regarding their child's progress, school activities, and events. Our PTO is actively involved in many events that unite the school and community. 69% of parents completing the survey said they feel comfortable volunteering at the school. 81% of parents who complete the survey agreed that school staff listen when they express concerns.

School newsletters inform parents of upcoming events and opportunities and parents can also find information regarding events on our PTO Facebook page, campus Facebook page and Mrs. Johnston's Twitter page. School Messenger is also utilized to notify parents of school events. Parents have access to monitor grades, absences, and discipline via Skyward (the student management system). Some teachers also use Remind, Class Dojo, and Facebook to share information.

Our campus parent involvement policy is posted on the campus webpage.

Parent and Community Engagement Strengths

- Good communication with parents
- Parents feel comfortable discussing concerns
- Annual PTO Fall Carnival
- Book Fair Nights (one in the fall and one in the spring semesters)
- Advertise for BISD Family Night in the Parks
- Boy Scouts Recruitment Location
- Girl Scouts Recruitment Location
- More community experts have visited our school as part of Project Based Learning experiences (Ex: Meteorologist, police officers, landscaper, etc.)
- Veterans Day Ceremony planned by 5th grade ALPS classes
- List of volunteer opportunities posted on our campus and district webpages
- Implementation of Wathg DOGS program (Dads of Great Kids)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We continue to lack daily parent volunteers. **Root Cause:** Some parents do not feel comfortable volunteering or do not have a

schedule that allows them to do so.

School Context and Organization

School Context and Organization Summary

Considerable attention has been given to campus goals as they align to district goals. Professional Learning Teams focused on the 4 PLT questions during collaborative times.

Ray staff has become more aware of instructional best practices, assessments, and regular data analysis to ensure all students are provided rigorous classroom instruction that leads to student success.

Teachers have one conference period per week by grade level and content area to provide time for planning.

Our staff meetings are designed in a PBL format based of the following driving question: How do we become a model PLC school?

Design teams have been implemented to assist teachers with PLC and PBL.

The Ray staff are increasing their focus on student assessment data. We have created TEKS breakdown binders so teachers can learn the content standards at a deeper level to increase student achievement. Teachers are also using the data to formulate RtI groups and provide intervention strategies that target gaps in academic achievement. We have added a data room and student goal/data binders this year.

School Context and Organization Strengths

- Master Schedule
- Procedural Manual
- Good campus communication
- Weekly digital newsletter for staff
- Digital campus calendar accessible to all staff
- Various collaborative spaces on campus including 3 STEM labs, 1 Collaboration Stations (Science Labs), one student lounge and one amphitheater
- Addition of Maker Space enrichment for the 2019-2020 school year

Technology

Technology Summary

Campus technology is supported by district tech and by teachers knowledgeable in technology

Each teacher has a desktop computer and an iPad. All students are issued an iPad. All teachers have a mounted projector. Each STEM lab has 10 chromebooks and the library has a cart of 30 Chromebooks.

Integration Specialist available to assist teachers and students with PBL and technology integration.

Teachers integrate technology using the BISD Instructional Technology Expectations.

Many staff members are Google Level 1 Certified.

Teachers utilize Lego robotics and Spheros.

Maker Space has been added to the enrichment rotation this year.

Students complete digital citizenship activities via Google's "Be Internet Awesome" .

Technology Strengths

- Implementation of Google's "Be Internet Awesome" digital citizenship curriculum.
- Brand new iPads distributed to students and staff this year.
- Teachers have access to a classroom app that allows them to monitor each student's screen while they are using their iPads in class.
- Strong district technology support
- Campus technology
- 1:1 devices
- Increased use of iPads to make Project Based Learning products such as websites, FlipGrid responses, etc.
- Increased use of Google Classroom for student assessments
- Students enter test answers into DMAC
- Some teachers utilize apps such as SeeSaw to have students build digital portfolios
- Students will begin developing morning announcement videos this year with new technology being purchased by the district for our campus.

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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM 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

- Attendance 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals







Revised/Approved: November 19, 2019

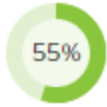
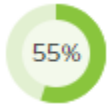




Goal 1: Provide a well-balanced instructional program for the students at Overton Ray Elementary that will meet or exceed performance standards set by BISD and the State of Texas for all student populations (504, LEP, Special Education, At-Risk, Gifted and Talented, African American, Hispanic, White, Economically Disadvantaged).


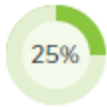










Performance Objective 1: Implement programs that enable ALL students to demonstrate progress as defined by state, district, and campus guidelines.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze common formative and summative assessment data to determine strengths and areas of improvement in student achievement. Students will maintain data/goal binders to track their own learning. Target Population: Grades 3-5	Principal, CIT, Classroom Teachers	DMAC reports; PLC discussions and data-disaggregation				
Funding Sources: 211 Title 1 Funds - 0.00						
Comprehensive Support Strategy 2) Schedule 90 minute Reading and 70-90 minute Math blocks to allow adequate instruction time.	Principal	Master Schedule				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>3) Use Curriculum documents (IFD, VAD, TEKS Verification, Unit Tests) to expose students to the depth and state standards of core subjects. Target Population: 3rd-5th students</p> <p>Each subject area will develop TEKS Breakdown Binders.</p> <p>Math and Reading specialists receive coaching training and will be utilized in the classrooms as instructional coaches.</p>	Principal, Assistant Principal, Curriculum Director, K-5 staff	Success on Curriculum Based Assessments, lesson plans, walkthrough documentation				
			Funding Sources: 211 Title 1 Funds - 0.00			
<p>Comprehensive Support Strategy</p> <p>4) General education and special education teachers will collaborate once per six weeks to ensure successful use of modifications/accommodations.</p>	Principal, Teachers, Resource Teacher	Improved Curriculum Based Assessment results, documentation of student mastery level on third and six-weeks grade reports Unit Tests				
<p>Comprehensive Support Strategy</p> <p>5) Continue to monitor all identified mainstreamed special education students in general education classes and maintain resource time at 45 mins.</p>	Principal, Classroom Teachers, Special Ed Teacher and Paraprofessional	Formative: Review of individual schedule of services Coordination of Services Forms				
6) Monitor inclusion time for special education students in the regular education classroom to provide maximum amount of direct instruction from content area teachers.	All Teachers, Principals	Increased classroom support, report cards				
7) Continue Guided Reading and implement Balanced Literacy as a comprehensive plan to improve reading instruction focusing on At-Risk students. Target Population: 3-5 students	Principal, Assistant Principal, Classroom Teachers, Reading Specialist	More students on grade level, Reading score/level improvement, Fluency/Comprehension improvement, Improved TPRI scores				
Funding Sources: State Compensatory Education Funds - 0.00, 211 Title 1 Funds - 0.00						
<p>Comprehensive Support Strategy</p> <p>8) Continue Guided Math to improve math instruction and utilize the 5 Step Problem-Solving Model for grades 3-5.</p>	Principal, Assistant Principal, Classroom Teachers, Math Specialist	Improvement on Curriculum Based Assessments in Math, progress and report cards				
			Funding Sources: 211 Title 1 Funds - 56544.00			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Improve low-performing schools 9) Utilize components of Fountas & Pinnell and Writing City in grades 3-5 to improve and enrich reading and writing skills. Teachers will develop TEKS Breakdown binders.	Writing Teachers, Classroom Teachers 3-5	Writing samples				
	Funding Sources: 211 Title 1 Funds - 0.00					
Comprehensive Support Strategy 10) All limited English proficient students will become proficient in English and reach proficiency or better in math and reading by using anchor charts, Thinking Maps, supplemental aids, and digital tools such as DynEd and Google Translate. Target Population: Ray Elementary ESL students	Principal, Asst. Principal, ESL teacher	Increase in math and reading scores in running records and common formative and summative math assessments for ESL students. DynEd results				
	Funding Sources: 211 Title 1 Funds - 0.00					
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 11) Utilize Lone Star Digital Math Wall, anchor charts, Math vocabulary, and Problem-Solving Model to enhance Math program.	Principal, Staff	Improvement on Curriculum Based Assessments in Math, Universal Math screenings, progress and reports cards.				
	Funding Sources: 211 Title 1 Funds - 0.00					
12) Provide Title Reading/Math supports for students identified through the SST/RTI process, targeting at-risk students including intervention from math and reading specialists. Target Population: Students identified in grades 3-5	Title Reading/Math Teacher/Paraprofessional	Report card, progress reports, teacher survey				
	Funding Sources: 211 Title 1 Funds - 0.00					
13) Address individual student needs through Student Support Team Targeted Population: All students	Principal, Asst. Principal, Counselor, Related Support Staff	Report Cards, RtI documentation, DMAC reports, Classroom assessments/interventions, PLTs				
	Funding Sources: 211 Title 1 Funds - 0.00					
14) Extended year summer school for grade 5 dedicated to instruction that will enhance reading/math skills for students identified as needing acceleration	Principal, Assistant Principal, Counselor, Summer School Staff	Progress reports, Test results, teacher survey, Summer Readiness Academy Pre-Test and Post-Test				
	Funding Sources: 211 Title 1 Funds - 0.00					
Comprehensive Support Strategy 15) Utilize paraprofessionals during WIN Math & Reading to enhance fluency and comprehension of math and reading concepts through small group instruction, LLI, Imagine Math intervention.	Principal, Grades K-5 Math Teachers, Math/Reading Specialist, Paraprofessional	Report Cards, Unit Tests, Common Formative and Summative Assessment results				
	Funding Sources: 211 Title 1 Funds - 0.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 16) Continue to utilize TEKS based Lonestar Learning Reading and Math walls for instruction in grades 3-5.	Principal, Assistant Principal, Math Specialist, Reading Specialist, Classroom teachers	Benchmark and unit test scores; Guided Reading levels; STAAR results				
	Funding Sources: 211 Title 1 Funds - 0.00, State Compensatory Education Funds - 0.00					
17) Implement weekly Special Education PLC Collaborative Team meetings to review data regarding student achievement.	SPED staff, Principal, Assistant Principal	Test data including benchmark tests, guided reading levels, unit tests, common formative and summative assessments, IEP Goal Progress.				
18) Math and Reading specialists will assist students with Tier 3 intervention during RTI, provide coaching to teachers in the classroom, and attend grade level collaborative team meetings to discuss student achievement, assessments, classroom instruction, etc.						
	Funding Sources: 211 Title 1 Funds - 0.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Provide a well-balanced instructional program for the students at Overton Ray Elementary that will meet or exceed performance standards set by BISD and the State of Texas for all student populations (504, LEP, Special Education, At-Risk, Gifted and Talented, African American, Hispanic, White, Economically Disadvantaged).

Performance Objective 2: Provide time for grade levels and the campus staff to meet to discuss effective teaching strategies.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Collaborative grade level teams meet once per week for 50 minutes to review student data and improve instructional strategies to increase student performance.	Campus Administrators	Formative: Review bi-weekly team meeting minutes Summative: Increase in common formative and summative assessment scores				
Comprehensive Support Strategy 2) Meet with teams to align curriculum and share instructional strategies with Reading/Math Specialists.	Campus Administrators, Reading/Math Specialists, Math Coach	Review of meeting minutes				
Funding Sources: 211 Title 1 Funds - 0.00						
Comprehensive Support Strategy 3) Utilize District and Campus Collaborative Team Meetings to meet and discuss students, assessments, and instruction throughout the year. Participate in learning walks and reflection.	Campus Administrators, Curriculum Director	Review all minutes, End of Year survey				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Provide a well-balanced instructional program for the students at Overton Ray Elementary that will meet or exceed performance standards set by BISD and the State of Texas for all student populations (504, LEP, Special Education, At-Risk, Gifted and Talented, African American, Hispanic, White, Economically Disadvantaged).

Performance Objective 3: Implement a comprehensive program and student assessment plan to ensure use of meaningful data in decision making.

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administer running records for students in grades 3-5 and use data from BOY, MOY, and EOY results to inform instruction.	Classroom teachers, Reading Specialist	ISIP results, report card, progress reports, teacher observation, increased guided reading levels				
2) Implement common universal screening process (MAP Assessment, Imagine May Assessment, Running Records) to ensure timely assistance for students struggling in reading and math.	Principal, Assistant Principal, classroom teachers, Title teachers	RtI documentation for K-5, report cards, TEMI, iStation, and Guided Reading				
3) Utilize Reading A to Z booklets during WIN for reading fluency.	Classroom Teachers	Teacher observation, report card, progress report, Guided Reading levels (Grades PK-5)				
4) Utilize computer-based programs to assess skill mastery (Istation, Imagine Math, Writing City, Lone Star Learning Wall)	Classroom Teachers, Computer Paraprofessional	Computer reports each six weeks				
5) Utilize Design Teams to implement protocols for disaggregating student achievement data, Lead4Ward and other classroom strategies to assist teachers in improving instructional strategies, and lead PLCs in formulating effective common formative and summative assessments.						
Funding Sources: 211 Title 1 Funds - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Overton Ray Elementary will increase parent/community communication and involvement. The campus will create parent/community partnerships to promote opportunity, innovation and growth for all learners.

Performance Objective 1: Parent/Community will demonstrate a proactive involvement in the education of Overton Ray Elementary children.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide mandatory Digital Citizenship Training at the beginning of the year for students to receive an iPad.	Principal, Assistant Principal	Sign Digital Training forms				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> 2) Involve parents in school governance through the Campus Improvement Team throughout the year to assess and discuss an ongoing cycle of improvement of the four goals targeted for success at Overton Ray Elementary School	Principal, CIT, Campus Leadership Team	CIT agendas/minutes, sign-in sheets, monitor campus plan each six weeks				
3) Plan Parent/Teacher in the fall and Student-Led Conferences in the spring to review student grades, assessments, interventions, and goal setting. Parent Teacher Conferences to communicate to parents classroom and operating procedures, classroom responsibilities, school-wide compact, and scope and sequence of events for each grade level, as well as SSI requirements.	Principal, CIT, Teachers, Superintendent	Improved parent/teacher rapport and parent awareness of student progress and ability, parent survey				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Keep lines of communication open between school and parents (i.e. PTO Facebook page, report cards, parent conferences, surveys, Ray Elementary website, current marquee, parent compact, School Messenger call-outs and emails, emails and posts to Skyward Accounts).	Staff, Technology Director	Number of parent contacts				
5) Invite parents to special events at school to include: Grade level Programs, Christmas/Spring parties, Academic Family Nights, etc.	All Staff	Parent sign-in logs at events				
TEA Priorities Improve low-performing schools 6) Invite community involvement through special programs to include: Rotary Club, BMS PALS program, Watch DOGS program, PTO, PBL	Principal, Assistant Principal, Counselor	Documentation on School Calendar				
Additional Targeted Support Strategy 7) Promote increased community involvement on campus with Project Based Learning activities.	All Staff	Community experts visit campus to launch projects, provide critique and reflection, etc.				
Targeted Support Strategy 8) Meet the Teacher and Welcome to campus events in order to facilitate transition from feeder educational campuses.	Principal	Rosters				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: All students will be educated in a safe, healthy, and orderly learning environment and transform learning spaces to optimize student learning in a safe and secure environment.

Performance Objective 1: Security for all students will improve both inside and outside the classroom to reflect a decrease in major office referrals and continued safety for staff and students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All elementary staff will wear I.D. badges while on campus.	All Staff	Peer monitoring, Spot checks, classroom visits				
2) All visitors will check in on the lobby Kiosk or with the secretary. Visitors will receive a sticker which must be displayed while on campus.	Staff	Kiosk report				
3) Review the Emergency Response Procedures (CIRT) and Operations Plan. Hold bi-monthly Safety & Security Meetings.	Principal, All Staff	Record of drills, times, dates, Principal's Quarterly Report				
4) Utilize community resources in the following ways: Local law enforcement for direct counseling with students; Health Department Presentation during Red Ribbon Week; mentoring students with middle/high school PALS teaching good character traits; Fire Department for Fire Safety; implementation of Watch DOGS program	Principal, Counselor	Presentations occur				
5) Encourage students to remain drug free by celebrating Red Ribbon Week	All Staff, Principal	Participation in Red Ribbon Week events				











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Targeted Support Strategy 6) Ensure students basic needs are met with- PowerPaks Shoe Vouchers Angel Tree at Christmas Buddy Bench on Playground Free Breakfast Free/Reduced Lunch	Principal, Assistant Principal, Counselor	Students basic needs will be met allowing them to focus on school				
7) Students and staff will be trained in, and utilize safety supports including - Nigh Locks Smart Button App (Staff Only) Anonymous Alerts App	Principal, Assistant Principal, Counselor					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: As a learning community, we will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication.

Performance Objective 1: Campus staff and students will promote a positive campus culture.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will implement at least one Project Based Learning project per semester to promote problem-solving, communication, and collaboration among students and staff.	Principal, Assistant Principal, Staff Members	Improved communication and collaboration among students and staff - student and staff surveys				
2) Students will be exposed to a "Culture of Positivity Word of the Week" each week. The word will be reviewed each day of the week and announcements will include the definition of the word, synonyms, and a quote using the word.	Principal	Culture of Positivity Word Wall				
3) School Counselor will hold monthly sessions with grade level classes to teach students strategies for being kind and dealing with potential bullying issues.	School Counselor	Increased positive communication between students				
4) Students will be recognized for positive interactions with others and good character through Overton Ray Rock Star Recognition in grades 3-5, Kindness Hearts, and Positive Office Referrals .	Principal, Assistant Principal, Counselor	Postive and respectful school culture				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Schedule 90 minute Reading and 70-90 minute Math blocks to allow adequate instruction time.
1	1	4	General education and special education teachers will collaborate once per six weeks to ensure successful use of modifications/accommodations.
1	1	5	Continue to monitor all identified mainstreamed special education students in general education classes and maintain resource time at 45 mins.
1	1	8	Continue Guided Math to improve math instruction and utilize the 5 Step Problem-Solving Model for grades 3-5.
1	1	10	All limited English proficient students will become proficient in English and reach proficiency or better in math and reading by using anchor charts, Thinking Maps, supplemental aids, and digital tools such as DynEd and Google Translate. Target Population: Ray Elementary ESL students
1	1	15	Utilize paraprofessionals during WIN Math & Reading to enhance fluency and comprehension of math and reading concepts through small group instruction, LLI, Imagine Math intervention.
1	1	16	Continue to utilize TEKS based Lonestar Learning Reading and Math walls for instruction in grades 3-5.
1	2	2	Meet with teams to align curriculum and share instructional strategies with Reading/Math Specialists.
1	2	3	Utilize District and Campus Collaborative Team Meetings to meet and discuss students, assessments, and instruction throughout the year. Participate in learning walks and reflection.

State Compensatory

Budget for Overton Ray Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6112 01 103 3030 120	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$35,000.00
199 E 11 6119 00 101 0 30 P00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$28,695.00
6100 Subtotal:		\$63,695.00
6300 Supplies and Services		
199 E 11 6399 09 101 0 30 000	6329 Reading Materials	\$4,200.00
6300 Subtotal:		\$4,200.00

Personnel for Overton Ray Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
KASIE BUNDY	READING SPECIALIST	RTI	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Parents were surveyed via Survey Monkey to gather information for the Comprehensive Needs Assessment. Data from the campus climate survey was also considered.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plan is developed and reviewed by the Campus Improvement Team.

2.2: Regular monitoring and revision

Campus Improvement Plan is developed and reviewed by the Campus Improvement Team.

2.3: Available to parents and community in an understandable format and language

Campus Improvement Plan is posted on the campus website and is available in print by request.

2.4: Opportunities for all children to meet State standards

RTI and Accelerated Instruction time is built into the campus calendar for 45 minutes daily. Students also have access to Imagine Math, an online TEKS aligned program to assist with math skills.

2.5: Increased learning time and well-rounded education

Teachers implemented Guided Reading and Guided Math. Fountas and Pinnell is our adopted reading curriculum. RTI/WIN time is built into the master schedule to provide intervention and extension activities for students based on individual needs.

2.6: Address needs of all students, particularly at-risk

RTI/WIN time is built into the master schedule to provide intervention and extension activities for students based on individual needs. All students have access to free breakfast and families are frequently reminded to complete free and reduced lunch applications. Students in need are provided with Power Paks on Fridays for the weekend. Students in need are also provided with new shoes, clothes, and jackets as needed. Any student can have access to the free campus clothing closet. Students absences are monitored and parents are called if there is a pattern of excessive absences, tardies, or leave earlyies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement policy is posted on the campus Facebook page. It is also included in several parent newsletters and is emailed home via School Messenger.

3.2: Offer flexible number of parent involvement meetings

Parents are encouraged to participate in PTO volunteer opportunities, we are starting a Watch DOGS program, and parents are welcome to eat lunch with their child any day/days of the week. Surveys are emailed to parents periodically to assess campus culture and climate.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cendy Hillen	Title Aide	Reading	1
Deborah Kline	Math Interventionist	Title I	1
Kasie Bundy	Reading Specialist	Title I Reading	.60
Marissa Park	Title I Aide	Math	1

Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Barbara Bice	3rd Grade ELAR/SS
Non-classroom Professional	Kasie Bundy	Reading Specialist
Classroom Teacher	Cheryl Brown	4th Grade Math/Science
Classroom Teacher	Melonie Koulovatos	4th Grade Math/Science
Classroom Teacher	Kristine Johnson	3rd Grade Math/Science
Classroom Teacher	Andrea Lopez	5th Grade ELAR/SS
Classroom Teacher	Judi Palmer	Special Education Resource Teacher
Non-classroom Professional	Kristen Shirley	Counselor
Administrator	Jennifer Steinbacher	Assistant Principal
Administrator	Kendy Johnston	Principal

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Kendy Johnston	Principal
Classroom Teacher	Jaime Hunter	Dyslexia Teacher
Classroom Teacher	Erin Trammell	3rd Grade Teacher
Classroom Teacher	Sharon Brown	4th Grade Teacher
Classroom Teacher	Megan Murray	5th Grade Teacher
Classroom Teacher	Andrea Lopez	5th Grade Teacher
Classroom Teacher	Etosha Garvin	SPED Teacher
Non-classroom Professional	Kristen Taylor	Guidance Counselor
Parent	Sandi Ott	Parent
Parent	Ashley Ward	Parent
Business Representative	Deanna Erskine	Business Representative
Business Representative	Shannon Myers	Business Representative

Campus Funding Summary

211 Title 1 Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	7	Title I		\$0.00
1	1	8	Title I-A Funds	211 E 11 6119 00 101 630 000	\$56,544.00
1	1	9			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	1	18			\$0.00
1	2	2			\$0.00
1	3	5			\$0.00
Sub-Total					\$56,544.00
State Compensatory Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	State Compensatory Funds	199 E 11 6399 09 101 0 30 000	\$0.00
1	1	16			\$0.00
Sub-Total					\$0.00
Grand Total					\$56,544.00