Fort Worth Independent School District

229 Overton Park Elementary School

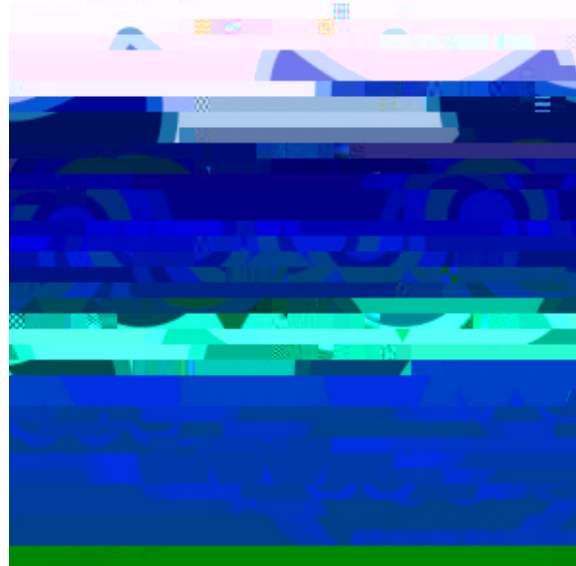# 2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:
Cecfgoke"Cejkgxgogpv"kp"Gpinkuj"Ncpiwcig"Ctvu\Tgcfkpi
Cecfgoke"Cejkgxgogpv"kp"Ocvjgocvkeu
Cecfgoke"Cejkgxgogpv"kp"Uekgpeg
Vqr"47"Rgtegpv<"Eqorctcvkxg"Enqukpi"vjg"Icru

Mission Statement

Vision

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Comprehensive Needs Assessment

Revised/Approved: April 4, 2023

Demographics

Demographics Summary

Demographics Strengths

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3rd Grade Math	Avg.	App.	Mts.	Mas.		3rd Grade Reading	Avg.	App.	Mts.	Mas.
Dec. BM 2020	60%	67%	13%	2%		Dec. BM 2020	76%	97%	59%	27%
Nov. BM 2021	66%	82%	31%	6%		Nov. BM 2021	75%	93%	60%	24%
Nov. BM 2022		85%	26%	5%		Nov. BM 2022		95%	56%	23%
Mar. BM 2022	79%	94%	69%	38%		Mar. BM 2022	80%	96%	81%	49%
Feb. Interim 2023		89%	62%	21%		Feb. Interim 2023		89%	73%	32%
STAAR 2021	89%	98%	88%	74%		STAAR 2021	85%	95%	87%	74%
STAAR 2022	89%	100%	94%	85%		STAAR 2022	87%	97%	94%	73%
STAAR 2023	76%					STAAR 2023	71%			
4th Grade Math	Avg.	App.	Mts.	Mas.		4th Grade Reading	Avg.	App.	Mts.	Mas.
Dec. BM 2020	58%	69%	28%	5%		Dec. BM 2020	82%	99%	79%	52%
Nov. BM 2021	59%	72%	22%	12%		Nov. BM 2021	75%	89%	55%	26%
Nov. BM 2022		99%	77%	42%						

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

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

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

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

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

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

MAP Reading

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

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

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

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

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

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

2022-2023 Fall to Spring MAP Scores			
Grade	# of students	# of students who met growth	% of students who met growth
K	92	66	72
1	95	73	77
2	73	44	60

Home support with all things school related

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

Problem Statements Identifying Student Learning Needs

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

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School Processes & Programs Strengths

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

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

District Goals

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

Action Step 2 Details	Reviews
Action Step 2: Utilize district content coach to define/review phonological awareness scope and sequence during coaching sessions with teachers, along with progress monitoring for each student.	

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

Action Step 1 Details	Reviews
Action Step 1:	

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

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 68% to 72% by May 2024.

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

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

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth Report

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

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

Staff Responsible for Monitoring: admin

TEA Priorities:
Build a foundation of reading and math

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews
Action Step 1: Continue to provide specific PD for Amplify and Core 5 that aligns with needs identified in the BOY, MOY, and EOY data.	

Action Step 1 Details	Reviews
Action Step 1:	

Action Step 3 Details	Reviews
Action Step 3: Provide access to PD to review/support the breakdown of all aspects of the TEKS, and facilitate discussion on teaching and learning strategies. **Intended Audience:**	

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

Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from __50% to __65% by May 2024.

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

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth

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

Strategy's Expected Result/Impact: Student growth will increase as will achievement on MAP and STAAR.

Staff Responsible for Monitoring: Teachers
Administration.

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

Problem Statements: School Processes & Programs 2

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

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: IEPs and/or 504 plans will define individual levels, goals, and placement so identified students have targeted, realistic expectations for instruction in SPED and/or the general education classroom.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: General education and SPED teachers.				
Provider / Presenter / Person Responsible: General education and special education teachers				
Date(s) / Timeframe: 2023 - 2024 Daily				
Collaborating Departments: SPED Math department				
Delivery Method: ARD and 504 meetings Classroom, resource room instruction				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will complete at least 12 hours of targeted content PD through CAMT or district approved opportunities that correlate with campus, grade level, and teacher identified needs.	Formative			Summative
	Nov	Jan		
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: Teachers Administration				
Date(s) / Timeframe: 2023 - 2024 school year CAMT held in summer 2023				
Collaborating Departments: Math Department SPED department				
Delivery Method: In person training				

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

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from __60% to __75% by May 2024.

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

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR 2023

Align the curriculum and instructional strategies with the new STAAR standards, design, and writing components.

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

Staff Responsible for Monitoring: Teachers
Administration

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

Problem Statements: School Processes & Programs 2

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

Action Step 2 Details	Reviews
Action Step 2: Differentiate instruction and supplement curriculum with high level challenging questioning, writing	

Action Step 1 Details	Reviews
Action Step 1: Utilize a BOY staff meeting to communicate OPE STAAR results and brainstorm campus needs for improvement.	**Formative**
Intended Audience: Staff	
Provider / Presenter / Person Responsible: Admin Data Analyst	
Date(s) / Timeframe: Fall 2023	
Collaborating Departments: Data Department Literacy Department	
Delivery Method: Staff meeting followed by PLCs	

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

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

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

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

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

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

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

High Priority

HB3 District Goal

Evaluation Data Sources:

Action Step 2 Details	Reviews
Action Step 2:	

Action Step 2 Details					
Action Step 2: Require "hands-on " science at least once					
Intended Audience: Teachers					
Provider / Leader / Person Responsible: Sci					
Date(s) / Timeline: 2023 - 2024					
Collaborating Departments: Science depart					
Delivery: Classroom					
Funding Source: Gifted & Talented (- $1,416					

Action Step 3 Details					
				Form	
Action Step 3: science teacher grade level PLCs and coordinate					
Intended teach			Nov	Jan	
Provider R ad science					
Administ					
Date(s) /					
Collabor t					
Delivery					

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

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

Decrease the overall number of discipline referrals by school personnel from ___ 50to ___ 40 by May 2023.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Discipline data

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

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

Staff Responsible for Monitoring: Assistant Principal

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

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews
Action Step 1: Teachers will be trained on which level of behaviors require data input into Focus vs Branching Minds vs	

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

Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from _0__ to ___0 by May 2023.

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

Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from __5_ to __7_ by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Agendas

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

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

Staff Responsible for Monitoring: admin

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective

Staff Responsible for Monitoring: ELAR teachers
Librarian
Principal
Asst. Principal

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

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews
Action Step 1: The lead ELAR teachers from grades 2-5 along with the librarian will host an informational meeting that	

State Compensatory

Budget for 229 Overton Park Elementary School

$0.00

0

Title I

1.1: Comprehensive Needs Assessment

OVernon Park does not receive Title 1 funds.

Campus Funding Summary

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Subs for supplemental instruction	199-11-6112-001-229-24-313-000000-	$600.00
1	2	1	1		Supplies and materials for instructional use	199-11-6399-001-229-24-313-000000-	$1,184.00
4	1	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-229-24-313-000000-	$650.00
4	4	1	1		Supplies and materials for instructional use	199-11-6399-001-229-24-313-000000-	$500.00
4	4	2	1		Supplies and materials for instructional use	199-11-6399-001-229-24-313-000000-	$500.00
						Sub-Total	$3,434.00
						Budgeted Fund Source Amount	$3,434.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	2	1		SUBS - PROFESSIONAL		$600.00
3	3	2	2		GENERAL SUPPLIES		$1,416.00
						Sub-Total	$2,016.00
						Budgeted Fund Source Amount	$2,016.00
						+/- Difference	$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		SUBS - PROFESSIONAL		$600.00
1	2	2	2		SUBS - PROFESSIONAL		$800.00
1	2	2	2		GENERAL SUPPLIES		$1,077.00

SPED (199 PIC 23)			
District Goal	School Performance Objective	Strategy	Action