Overton Elementary School

Campus Improvement Plan
2020/2021

On Time, On Task, On a path to Success.... College Bound!

OVERTON ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed: Date Approved:

Campus Mission & Vision Statement

As a community of learners, Volma Overton Early College Prep School will ensure the academic and social growth of our scholars by empowering them with knowledge and respect to prepare them for college, career, and life.

Campus Values

Focus on Children
Excellence
Integrity
Equity
Respect
Health and Safety

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th
All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th
#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.
#2 - #9 See packet for details
#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

2019 Overall Accountability Rating -B
2019 STAAR Math 81% passing standard
School Progress 80
2019 Distinction Designation- Comparative Closing Achievement Gaps
Increase percentage of grade 1-2 reading on or above grade level based on ISIP
Met Percentage of English Learners at Advanced High or made one year of Composite Progress

Student Achievement Weaknesses

Domain 3 Academic Achievement percentage of targets met (Reading and Math)- Meets Grade Level Standard

Writing STAAR Scores and Decrease in Meets Grade Level standard

Student Achievement Needs

Professional development is needed to ensures strong understanding of best practices for guided instruction & differentiation

Increase rigor and ensure alignment of common assessments to the depth and complexity of the TEKs

Ensure teachers have an in depth knowledge of the content with lesson cycle

Reduce instructional variability

Student Achievement Summary

There is room for growth in the Student Achievement area and our goal is to ensure more scholars are performing at the meets and mastered grade level.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

<u>TELL Survey</u>
96% of staff state that Overall, my school is a good place to work and learn
General School Climate is above the district average (Overton 90%/District 87%)
School Leadership facilitates using data to improve student learning 100%
92% of Staff feel that student conduct is managed well be School Leadership
100% of Staff feel that the Principal clearly defines expectations on campus
97% of Teachers trust the principal to make sound professional decisions about instruction

<u>Student Climate Survey</u>
81% of Scholars report that they like to come to school which is above the district average of 78%

School Culture and Climate Weaknesses

<u>TELL</u>
79% of Teachers feel that they have sufficient training and support to fully utilize the available technology
69% of Teachers feel they sufficient access to instructional technology
Overall Teachers feel that more time is needed to review and analyze scholar academic achievement data

<u>Student Climate Survey</u>
87% of scholars stated that at our school there is respect for different cultures which is below the district average of 94%

Comprehensive Needs Assessment

School Culture and Climate Needs

More Cultural Proficiency training is needed for staff
Increase the recognition of cultural celebrations and traditions for all stakeholders and populations on campus
Increase cultural relevant learning resources and lesson content during instructional core

School Culture and Climate Summary

Overall our campus is a great place to work and learn but our campus culture and climate can be improved upon by addressing inequities of cultural bias through responsive classroom , SEL and restorative justice practices.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Teacher attrition rate is 13.2% which is lower than the district average
Average Teacher years of experience is 14years
Highly Diversified Staff

Staff Quality, Recruitment and Retention Weaknesses

Bilingual Teachers grade 3-5 are hard to recruit and retain
SPED Teachers in specialized units experience burnout and are hard to retain

Staff Quality, Recruitment and Retention Needs

A larger pool of Bilingual/SPED candidates is needed to fill teaching positions and build capacity.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

We will continue to work with Human Resources and Teacher preparation programs to recruit and retain quality teaching candidates and build capacity within on campus.

Family and Community Involvement

Family and Community Involvement Strengths

Family Survey
96% of Parents indicated that they are treated with courtesy and respect by the Principal and 100% by the Teacher.
90% of Parents stated they consistently receive good customer service
98% of Parents feel their child attends school in a safe learning environment
97% of parents feel that they are provided with adequate information about GT testing and services

Family and Community Involvement Weaknesses

Parents feel that one major barrier of participating in district and/or school events or activities is events are held during work hours.

PTA recruitment and retention is low

Disparities in parent involvement among special populations.

Family and Community Involvement Needs

More opportunities for parent engagement beyond the work day is needed as well as and more efforts to recruit and retain PTA members.

Family and Community Involvement Summary

Comprehensive Needs Assessment

We will continue to make customer service a priority on campus and ensure all stakeholders have equal access to be apart of their child's education by removing barriers. We will focus of recruiting and retaining PTA members and community partnerships to enhance the education of scholars on campus.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 ($385,857)			

Overton Elementary School

Goal 1. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will utilize DMAC to create common assessment answer keys using questions and passages from the STAAR assessment bank to facilitate data analysis for targeted instruction and reteach. Teachers will submit reflection following each biweekly common assessments to instructional coaches and administration and review data and reflections with their grade-level peers at weekly PLCs. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,2,4)	Instructional Leadership Team	On going Monthly	(F)Title 1, Part A, (L)Campus BTO	Criteria: DMAC data reports, teacher common assessment reflection forms, PLC agendas 06/03/21 - Completed (S)
2. Teacher will embed spiral review/reteach in weekly lesson plans (grades 3-5) based on data analysis during PLCs and core-content planning sessions and identify scholars that required target guided instruction. Campus will use revised scope and sequence based on MoY data. (Title I SW Elements: 1.1,2.1,2.4,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,2,4)	Administrators, Instructional Coaches, PLCs - Grade-level, Special Education Staff	On going Weekly	(F)Title 1, Part A, (L)Campus BTO	Criteria: Lesson Plans, groups for guided instruction/intervention groups, instructional feedback forms, PLC agendas and notes/next steps. 06/03/21 - On Track (S)
3. Teachers (grades 1-2) will administer and review Map Growth data quarterly according to the District scope and sequence and develop targeted plans for intervention and spiral review/reteach for Tier 3 scholars. Training will be provide campus wide by Instructional Coach and Bilingual Specialist. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: 1st,2nd) (Strategic Priorities: 2,4)	Dual Language Cluster Specialist, Instructional Leadership Team, PLCs - Grade-level	On going	(F)Title 1, Part A, (L)Campus BTO	Criteria: ISIP reports,PLC agendas and notes/next steps, scholar goal tracking forms 06/03/21 - On Track (S)
4. Administration will create a campus professional development calendar for the school year that addresses needs identified by the ILT team and the campus data dig that	Administration, Instructional Leadership Team	On going	(F)Title 1, Part A, (L)Campus BTO	Criteria: PD calendar and agendas, teacher-created look-fors created as exit tickets

Overton Elementary School

Goal 1. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
focus on strengthening the instructional core and intervention, fostering authentic student engagement with technology, building positive relationships with an equity and culturally proficient lens. (Title I SW Elements: 2.1,2.5) (Target Group: All) (Strategic Priorities: 1,2)				06/03/21 - Completed (S)
5. Teachers will participate in two out of three break-out sessions during each professional development day focused on specific needs identified by administration and the ILT focusing on strengthening the instructional core and intervention, fostering authentic student engagement with technology, building positive relationships with an equity and culturally proficient lens. (Title I SW Elements: 1.1,2.1,2.4,2.5,2.6) (Target Group: All)	Administration, Instructional Leadership Team	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: PD day agendas, break-out session sign-in sheets, reflection forms 06/03/21 - Completed (S)

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Goal 2.   (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1.   (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will be observed biweekly based on priority of need and feedback given by Administration and ILT. Walkthrough schedule developed based on needs. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Leadership Team, Principal	On going	(F)Title 1, Part A, (L)Campus BTO	Criteria: Walk Through and Feedback Forms 06/03/21 - On Track (S)

Overton Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers track progress of individual students in (SEs/Skills/TEKS) in order to identify students that would benefit from intervention and enrichment. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Teachers	On Going	(F)Title 1, Part A, (L)Campus BTO	Criteria: Common assessment reports via DMAC 06/03/21 - On Track (S)
2. Students in grades 3rd-5th receive and reflect on their own assessment data after common assessments. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 2,4)	Administrators, Instructional Specialists/Coaches, Teachers	Weekly	(F)Title 1, Part A, (L)Campus BTO	Criteria: Scholar Data Binders 06/03/21 - Completed (S)

Overton Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor the MTSS process so that students in need progress through the Tiers and are referred for evaluation (if needed) in a timely manner. CST chair and principal will review students in tier 2 and tier 3 with applicable teachers at least monthly (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Leadership Team	On Going	(L)Campus BTO	Criteria: CST Agendas and Calendars 06/03/21 - Some Progress (S)

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Goal 3. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/10/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 11/10/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/10/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 11/10/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 11/10/20 - Completed

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Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 11/10/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings 11/13/20 - Completed 11/10/20 - On Track
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 11/10/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 11/10/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List 11/10/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Bradley, Amanda	Teacher
Colvin-Crawford, Courtney	Principal
Ney, Gregory	Reading Specialist- co-chair
Postell, Jennifer	Teacher
Jefferies, Kedrick	Community Member
Perez, Maria	Parent
Rodriguez, Maria	Parent- co-chair
Padron, Karen	Parent
Hernandez, Leticia	Teacher
Gutierrez, Erika	Parent Support Specialist
Drinks, La Kesha	DCSI/Principal Supervisor