

# OVERTON EL

## Volma Overton Early College Prep School 2022/2023

*Campus Motto*

*On Time, On Task, On a Path to Success.... College Bound!*



**OVERTON**  
ELEMENTARY SCHOOL  
**AUSTIN** Independent School District

Courtney Colvin-Crawford  
7201 Colony Loop Drive Austin, Tx 78724  
(512) 841-9300  
[courtney.colvin@austinisd.org](mailto:courtney.colvin@austinisd.org)

# OVERTON EL

## **Vision**

### *Campus Mission & Vision*

*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*

#### Nondiscrimination Notice

OVERTON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Strong Campus Culture and Climate, SEL and Responsive Classroom strategies are used systematically throughout the campus.

### Demographics Weaknesses

Decline in enrollment due to development of the neighborhood and affordability in the neighborhood.

### Demographics Needs

Long-term recruitment retention strategy.

### Demographics Summary

Student Discipline Reflection Question:

1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population? Currently there is not a high level of disciplinary action among African American vs. their peers at Volma Overton. We will continue the implementation of our African American Achievement Plan, SEL, Mindfulness and Responsive Classroom to support all special populations.

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services? We will continue to monitor and implement SEL, Mindfulness and Responsive Classroom initiatives on campus. CPI training will be shared and staff supported to attend.

## Student Achievement

# Comprehensive Needs Assessment

## Student Achievement Strengths

Scholars made progress from the previous year and growth targets on STAAR were met in Domain 2 which gave the campus a overall B rating for accountability.

## Student Achievement Weaknesses

Scholars are still not performing at the Meets and Masters grade level standard across the board and require intervention and support.

## Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): [https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa\\_zM21Qo/preview?slide=id.p7](https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7)

Reflection Questions:

- 1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? African American and Hispanic scholars underperformed at the Meets grade level standard in Reading, Math and Science.
- 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? African American and Hispanic
- 3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Across grade levels scholars are performing below grade level in Math and Reading but there were gains in the EOY with 52% of scholars meeting their growth targets in Reading and 56% of scholars meeting their growth targets in Math. Across languages scholars are still performing below grade level but Spanish testers did meet their growth targets at a higher rate in Reading vs. Math
- 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? The majority of scholars are not progressing to the advanced and advanced high levels of language acquisition in the area of Listening, Speaking, Reading and Writing across grade levels. Most scholars are performing at the intermediate level.

## School Culture and Climate

### School Culture and Climate Strengths

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

Strong established campus systems and SEL programs are in place to support school culture & climate

## School Culture and Climate Weaknesses

Post pandemic increased Whole Child Wellness and CPI training is needed to support scholars and families.

## School Culture and Climate Needs

More Professional Development regarding best practices for improving CSH implementations, SEL & CPI training

## School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, \_\_\_\_\_1\_\_\_\_\_ of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? Health Education

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

High staff retention rate and diverse staff on campus.

### Staff Quality, Recruitment and Retention Weaknesses

Increase staff leadership and peer coaching opportunities.

### Staff Quality, Recruitment and Retention Needs

Identify campus base mentors and content leads based on identified staff strengths to build teacher capacity and foster proactive leadership and coaching amongst peers.

### Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year? Feedback and Coaching will be a primary focus to support staff climate

2.) Why did you select this/these area(s)? Feedback and coaching was selected to support staff capacity and provide valued opportunities for collaboration and problem solving throughout the school year to meet teacher needs.

Campus Communication Goals & Practices

-Campus Communication Strategies

-Campus Website

-Phone/Voicemail/Email Practices

-Language Line for Preferred Language

Campus Culture of Respect Goals

-Campus culture of respect practices and goals

-Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability? Customer CAREs training for all front office staff and teachers and provide resources and language line support to remove barriers with communication and family access.

2.) What are your customer service celebrations/strengths? RAVE awards have been recieved regarding customer service by parents and district personnel.

3.) What are your areas of growth? Continue to build campus website and social media presence to provide update and ongoing communication.

4.) What will be your priority for customer service this year? Maintain clear communication systems with all stakeholders and provide a customer service response time of 24 hours.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

#### Strong Lesson Planning and Instruction Intervention Support

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses

### Additional Bilingual resources and instructional support in Reading/Writing

## Curriculum, Instruction and Assessment Needs

Bilingual Reading Specialist

## Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlIFMxuP6L7HY2A1lJB2glMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, \_\_0\_\_ of the 5 areas were out of compliance. In 2022-23 \_\_\_\_\_0\_\_\_\_\_ of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

- 1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? GT committee and administration ensure that scholars are clustered and serviced by GT certified teachers and provide resources and support for implementation.
- 2.) How are you communicating with all families about GT and/or advanced learning opportunities? Newsletters, Parent Coffee Meetings, District Information Sessions and CAC Meetings
- 3.) How do you support a culture that provides advanced learning opportunities to all students? Continue to provide ongoing professional development opportunities and resources to support teacher capacity and scholar engagement

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>



# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

- 1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs? LPAC and Instructional Leadership Team meet throughout the school year to compile data and resources to support the individual needs of scholars.
- 2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? Extended Learning Day Academy and Friday Tutoring is available to scholars.
- 3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. Running records, watchlist and multiple data points are reviewed in PLC and data meetings to track scholar progress
- 4.) How does the campus welcome families and students that are new to the country? Scholars are provided a welcome packet with important school information and community resources.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

CLI is supported by strong PLC's and training and support from campus CLI ambassadors and district personnel.

- 1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)
- 2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)
- 3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

## Family and Community Involvement

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths

Established family and community partnerships for resources and wrap around services.

## Family and Community Involvement Weaknesses

Lack of mentors and consistent family engagement post pandemic

## Family and Community Involvement Needs

Implement strategies to sustain and recruit mentors and increase family engagement opportunities based on parent survey responses.

## Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelD=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelD=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year (22-23)? Family Engagement
- 2.) Why did you select this/these area(s)? Our goal is increase family engagement opportunities for parents to increase scholar academic achievement across all grade levels.

# OVERTON EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate "Whole Child/Every Child" activities into faculty meeting agendas and professional development agendas to discuss current campus activities and initiatives. (Conditions#1,3) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,5)	Academic Leadership Team	On going		Criteria: Agendas, Event Calendar
2. Invite families to participate in a least one of two sponsored "Whole Child, Every Child" Family Events which incorporates social emotion wellness and competencies, life-long physical activities, health, wellness and nutrition information. ( Conditions #2,3,4) (Title I SW Elements: 1.1,3.1) (Target Group: All,H,AA,ECD,BI) (Strategic Priorities: 2,4) (ESF: 3,5)	CATCH Team, Wellness Committee	On Going		Criteria: Event Flyers, Sign in Sheets, Campus Event Calendar
3. Begin each staff meeting with a mindfulness or SEL practice that models social emotional health practices to build teacher capacity and support implementation. (Conditions #1,5) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Instructional Leadership Team, SEL Committee	On Going		Criteria: Meeting Agendas, Walkthrough Forms, Professional Development Calendars

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**Objective 2.** (Social and Emotional School Climate) SMART Goal: By the end of SY 22-23, the campus will practice 3 signature SEL strategies during weekly community meeting to support school wide implementation within the classroom, common areas and home.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus staff and students will engage in 3 No Place for Hate activities annually to build positive relationships, reduce anxiety and sustain a culture of connection, empowerment and identity safety. (Conditions#5,4,6) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1)	Counselor, SEL Committee	On going		Criteria: NPFH Campus Calendar, NPFH Committee Meeting Agendas/Notes
2. Promote SEL and CPI strategies and initiatives to families throughout the school year via all communication outlets (newsletters, school messenger, bulletin boards, marquee, social media etc.) (Conditions #5,6) (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,5)	Counselor, Leadership Team, SEL Committee	On going		Criteria: Newsletters, Social Media Post, Messenger Reports, Parent Surveys
3. Provide Responsive Classroom professional development to Teachers throughout the school year with a focus on check in circles, energizers and closing circles. ( Conditions#1,4) (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,5)	Counselor, SEL Campus Coordinator, SEL Committee	On going		

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**Objective 3.** (Family Engagement) SMART Goal: By the end of SY 22-23, the campus will host 2 Family Nights that promote SEL and CP&I best practices

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administration with support of the Parent Support Specialist will provide ongoing training and support to teachers and staff on how to effectively engage and communicate with families while providing great customer service. ( Conditions #1,4) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,5)	Administrators, Parent Support Specialist	October- May		Criteria: Agendas, Sign in sheets, Meeting Notes
2. Create a Family Academic Engagement team for the 2022-2023 school year that meets bimonthly to set goals and plan engagement opportunities for scholars, parents, and community throughout the school year. (Conditions#2,4) (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3,5)	Administrators, Counselor, Parent Support Specialist, Team Leaders	October-May		Criteria: Event Calendars, Flyers, Sign in Sheets
3. Family Engagement will be a standing agenda item for discussion at all CAC, PTA and faculty meetings. (Conditions#3,5) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3)	Administrators, CAC Members, Parent Support Specialist, Team Leaders	September-May		Criteria: Agenda, Meeting Notes, Social Media Post

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**Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data-driven instruction (ESF Essential Action 5.3)) Insert SMART Goal here re: To support data-driven instruction during the 22-23 school year staff will participate in weekly PLC's to reduce instructional variability, align core instructional practices, intervention, assessment and analyze student work products to eliminate learning gaps grades 3-5.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher will use a corrective instruction action planning process in PLCs to analyze data, identify trends in student misconceptions, determine the root cause and next steps for reteach to address learning gap. (Conditions #1,3,6) (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3)	Administrators, Grade Level Team, Instructional Specialists/Coaches	September-May		Criteria: PLC's, Agenda, Meetings
2. Teachers will track progress of individual students weekly common assessments (SEs/Skills/TEKS) in order to identify students that will benefit from intervention and enrichment. ( Conditions #1,3,6) (Title I SW Elements: 2.2,2.6) (Target Group: All) (ESF: 1,4,5)	Administrators, Grade Level Team, Instructional Specialists/Coaches	Sept-May		Criteria: Verification of Mastery Reflection Forms, PLC Agendas/Notes, Data Spreadsheets
3. Scholars will track their common assessment data and set goals for improvement in their personal data binder to foster ownership, celebrate success and growth. (Conditions #3,2) (Title I SW Elements: 2.1) (Strategic Priorities: 2,4) (ESF: 1,4,5)	Administrators	October- May		Criteria: Tracking sheets, Goal setting forms

# OVERTON EL

**Goal 3.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from \_420\_ to 445 by December 21, 2022. SMART Goal Semester 2: 80% of current students will be registered for SY 22-23 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ILT will monitor enrollment numbers monthly by student group and create action steps as needed.(Conditions #3,7) (Title I SW Elements: 2.2) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 3,5)	Administrators, Instructional Team, Parent Support Specialist	October-May		Criteria: Meeting Agendas/Minutes
2. Use district withdrawal tool that was piloted at Overton last year " Student Withdrawal Tile in Portal" to collect information and data to enhance customer service and monitor enrollment. ( Conditions #4,5,7) (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,5)	Administrators, Parent Support Specialist, Registrar	October- May		Criteria: Withdrawal Reports, Meeting Agendas
3. Campus will set monthly targets in the spring to hit registration goals and create multiple registration drives to support parents with online registration. ( Conditions #4,5,7) (Title I SW Elements: 2.1,2.2,2.6) (Target Group: All,AA,AtRisk) (Strategic Priorities: 1,2,4) (ESF: 3,5)	Administrators, Counselor, Parent Support Specialist	February-May		Criteria: Agenda Meetings, Notes, Action Steps

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**Goal 4.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on all sections of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will designate a social media contact to update and maintain information throughout the school year. (Conditions #5,7) (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,3,5)	Administrators, Team Leaders, Technology Team	October- May		Criteria: Social Media Post, Meeting Agendas, Notes
2. Promote CARES customer service professional learning opportunities with all staff. ( Conditions #3,4,5) (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 2,3)	Administrators, Parent Support Specialist	October- May		Criteria: Faculty Meeting/ PD Agendas
3. Strive to read and accurately respond to campus Let's Talk dialogues, phone calls and emails within 24 hours. ( Conditions#3,5) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3)	Administrators, Bookkeeper, Counselor, Registrar	October-May		Criteria: Front Office Meeting Agendas, Let's Talk Reports



# OVERTON EL

**Goal 5.** (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 9/17		Criteria: Principal Attestation Form
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 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
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 9/17		Criteria: Parent/Family School Compact
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 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
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 9/17		Criteria: Sample communications in languages other than English

# OVERTON EL

**Goal 5.** (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
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 9/17		Criteria: Documentation of notice on school letterhead
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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
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.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

# OVERTON EL Site Base

Name	Position
Ney, Gregory	Teacher- Co-Chair
Postell, Jennifer	Teacher
Maria, Monllor	Teacher
Perkins, Ebony	Parent
del Carmen, Maria	Parent
Padron, Karen	Parent- Co-Chair
Upshur, Dionne	Teacher
Berry, Gikeitha	SPED Teacher
Colvin-Crawford, Courtney	Principal

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

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP 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](http://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**

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#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)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	60				80
Grade	NR*	--	--	--	B

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				94
Grade	B	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	75				81
Grade	C	--	--	--	B

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	65				80
STAAR Performance Meets	30				45
STAAR Performance Masters	9				35
STAAR Performance Raw Score	35				53
STAAR Performance Scaled Score	60				80

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	81				90
Academic Growth Scaled Score	89				94
Academic Growth Grade	B	--	--	--	A
Economically Disadvantaged %	95.9	95.9	95.9	95.9	95.9
Economically Disadvantaged % Grouping	95.1 to 96	95.1 to 96	95.1 to 96	95.1 to 96	95.1 to 96
Relative Performance Raw Score	35				53
Relative Performance Scaled Score	69				90
Relative Performance Grade	NR*	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	3	out of 15	2022 Values:	10	out of 10
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	10	out of 15	2023 Goals:	10	out of 10

**Instructions:**  
 1.) Click on the campus name below to select your campus from the drop-down menu.  
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.  
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR\* = Not Rated: Senate Bill 1365

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	85				90
Grade	B	--	--	--	A

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	2	out of 8
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	5	out of 8

Campus Name: **Overton**  
 Campus Number: **227901189**

Template by Campus & District Accountability

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	60	54			80
Grade	NR*	F	--	--	B

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89	57			94
Grade	B	F	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	75	62			81
Grade	C	D	--	--	B

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	65	56%			80
STAAR Performance Meets	30	21%			45
STAAR Performance Masters	9	7%			35
STAAR Performance Raw Score	35	28			53
STAAR Performance Scaled Score	60	54			80

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	81	59			90
Academic Growth Scaled Score	89	57			94
Academic Growth Grade	B	F	--	--	A
Economically Disadvantaged %	95.9	95.9	95.9	95.9	95.9
Economically Disadvantaged % Grouping	95.1 to 96	95.1 to 96	95.1 to 96	95.1 to 96	95.1 to 96
Relative Performance Raw Score	35	28			53
Relative Performance Scaled Score	69	56			90
Relative Performance Grade	NR*	F	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	3	out of 15	2022 Values:	10	out of 10
SCA 1:	1	out of 10	SCA 1:	4	out of 8
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	10	out of 15	2023 Goals:	10	out of 10

**Instructions:**  
 1.) Click on the campus name below to select your campus from the drop-down menu.  
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.  
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR\* = Not Rated: Senate Bill 1365

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	85	59			90
Grade	B	F	--	--	A

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	2	out of 8
SCA 1:	0	out of 1	SCA 1:	0	out of 6
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	5	out of 8

Campus Name: **Overton**  
 Campus Number: **227901189**

Template by Campus & District Accountability





# TITLE I COMPLIANCE PACKET

2022-2023

## Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. *(Sign and attach Principal Attestation Form)*
- 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 the Parent/Family Engagement Policy on your campus stationary)*
- 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 documentation of Parent/Family School Compact)*
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6<sup>th</sup> weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include meeting notice, agenda, sign in sheets, and meeting notes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation of at least 2 sample communications in languages other than English)*
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. *(Attach documentation: agendas, sign in sheets, minutes and/or records of meetings)*
- 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 5<sup>th</sup> of the month. *(Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. Homeless and Foster Care Documentation *(Attach completed Attachment #9; Maintain list of Homeless Student Services provided and evidence of provisions)*
- Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP Developers is completed and/or entered in PlanWorks)*

By signing this form, I am confirming that these Title I Compliance Requirements have been met, as verified by the attached documentation. *(Upload ALL documents in PlanWorks)*

Volma Overton Elementary  
Campus Name

  
Principal's Signature

11/4/22  
Date

## Title I Principal Attestation

### Compliance with P.L. 107-110, Section 1119(i)

### Qualifications for Teachers and Paraprofessionals

Name of Campus: Volma Overton Elementary Org # 189

Name of District: Austin ISD

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2022-2023.

YES      NO

<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>1. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance with technology; (4) conduct family engagement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.</p>
<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>2. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.</p>
<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>3. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.</p>
<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>4. A list of <i>Homeless and Foster care Students and Services</i> is maintained and updated quarterly.</p> <p>ALL Title I School campuses are required to post information on their website regarding local services and program that assist homeless students.</p> <p>(Contact Project HELP for assistance – 512-414-3690.)</p>
<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>5. You have verified that all newly, split funded or fully funded employees who perform more than one function attended a Time and Effort Training and regularly submit (monthly) <b>Time and Effort Reports</b> to the State &amp; Federal Office.</p>

YES	NO	
✓	—	6. Certification memos are completed bi-annually by the principal of employees who worked solely on the objectives as specified by the federal grant. You will receive one in December 2022 and the final one in May 2023.
✓	—	7. Copies of this Attestation are maintained at the campus and will be made available upon request. <u>The campus maintains ALL files for five years.</u>

Printed Name of Campus Volma Overton Elementary

  
Signature of Principal

11/1/22  
Date

Courtney Calvin-Crawford  
Typed/Printed Name of Principal

SAFA Initials & Date



## VOLMA OVERTON PARENT ENGAGEMENT POLICY 2022-23

The Faculty, parents, staff and community members of Volma Overton School shall develop and agree upon a written policy for parental involvement during the development and review of the campus improvement plan or first Parent meeting.

Volma Overton recognizes that parental involvement is the key to academic achievement. The term parent refers to any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

In order to enhance parental involvement, nine essential elements will be or should be promoted:

1. The Parental Involvement Policy will be distributed during the first nine weeks of the school year.
2. Communication between home and school is regular, two-way, and meaningful: Effective communication requires school-initiated contact with the parent and parent-initiated contact with the school where both parties provide vital information about a child's strengths, challenges, and accomplishments. To effectively communicate, it will be the responsibility of the school staff to communicate with parents through Wednesday folders, progress reports, report cards, telephone calls, notes, newsletters, etc.
3. The school will make every effort to effectively communicate, both parties must be aware of issues such as cultural diversity and language differences and appropriate steps must be taken to allow clear communication for all participants. Communication with parents may include but not limited to homework, telephone trees, electronic mail, teacher newsletters, Parent support monthly newsletter and meetings, etc.
4. Volma Overton will hold a parent meeting during the first eight weeks to discuss the Title I school-wide programs and Parent Involvement Policy.
5. Monthly meetings with parents will be held every month one in the morning and a second parent meeting will be held in the evening of every month that is convenient for parental involvement.
6. Parents play an integral role in assisting student learning: Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, Title I program, and the Parent Involvement Policy through the Parent Advisory Council, the CAC representative, PTA or at parent meetings.
7. Parents are full partners in the decisions that affect children and families: During the first six weeks of school, parents will be provided with information regarding the school's curriculum performance data and their child's, individual assessments. Parents will receive responses to their suggestions at the next parent meeting or at back to school night.
8. Capitalizing on the expertise and skills of the parents strengthens the family, school and community partnership. In order to meet the changing needs of our school, the Parent Involvement Policy Plan will be reviewed/updated during the annual Campus Improvement Plan revision process.
9. Community resources will be made available to strengthen school programs, family practices, and student learning: Schools and parents will cultivate relationships with additional members of the community in order to promote and effectively increase educational opportunities for children. Together, parents, educators and community members will join efforts toward identifying and promoting community resources and innovative programs for strengthening the school, families, and student learning.

Providing all Volma Overton children with equal access to quality education is a primary goal.



# VOLMA OVERTON ESCUELA ELEMENTAL

## Norma sobre la Participación Del Padre 2022-23

Los miembros de la facultad, padres, personal y la comunidad de la escuela de Volma Overton desarrollarán y convendrán en una política escrita para la implicación parental durante el desarrollo y la revisión del plan del (CIP) plan de como mejorar nuestra escuela.

**Volma Overton** reconoce que la Participación de los padres es la llave al logro académico. El padre del término refiere a cualquier guardería que asuma la responsabilidad de la consolidar y de cuidar para los niños, incluyendo padres, abuelos, tías, tíos, padres adoptivos, padrastros, el etc. Los estudios demuestran que cuando los padres están implicados en la educación de sus niños, las actitudes, comportamientos, y el logro de estudiantes se realiza positivamente.

Para realzar la Participación de los padres, nueve elementos esenciales deben ser promovidos:

1. La norma sobre la participación del padre será distribuida durante las primeras nueve semanas del año escolar.
2. La comunicación entre el hogar y la escuela es regular, de dos vías, y significativa: La comunicación eficaz requiere el contacto escuela-iniciado con el padre y el contacto padre-iniciado con la escuela en donde ambas partes proporcionan la información vital sobre las fuerzas, los desafíos, y las realizaciones de un niño. Para comunicarse con eficacia, será la responsabilidad del personal de la escuela comunicarse con los padres por la carpeta de miércoles tocante, los informes sobre el progreso de trabajos, las tarjetas del informe, las llamadas telefónicas, las notas, los boletines de noticias, el etc.
3. La escuela hará cada esfuerzo de comunicarse con eficacia, ambas partes deben estar enteradas de ediciones tales como diversidad cultural y las diferencias de la lengua y las medidas apropiadas se deben tomar para permitir la comunicación clara para todos los participantes. La comunicación con los padres puede incluir pero no limitado a la preparación, a los árboles del teléfono, al correo electrónico, a los boletines de noticias, a las reuniones, al etc.
4. La Escuela durante las primeras nueve semanas para discutir los programas escuela-anchos del título I.
5. Las reuniones mensuales con los padres serán celebradas dos veces al mes una durante el día y otro por la tarde como sea conveniente para la participación de los padres.
6. Los padres desempeñan una parte integral en asistir con el aprendizaje del estudiante: Los padres tendrán la oportunidad de proporcionar y hacer recomendaciones con respecto al CIP el plan de como mejora la escuela, del título I, y de la norma sobre la participación del padre a través del consejo consultivo del padre, el representante de CAC o en las reuniones de la juntas para los padre o por el PTA.
7. Los padres son socios en las decisiones que afectan a niños y a familias: Durante las primeras seis semanas de la escuela, proporcionarán los padres la información con respecto los datos y a su niño, gravámenes individuales del funcionamiento del plan de estudios de la escuela. Los padres recibirán respuestas a sus sugerencias en la reunión siguiente del padre o la noche de Regreso a la Escuela.
8. Capitalizando en la maestría y las habilidades de los padres consolida la sociedad de la familia, de la escuela y de la comunidad: Para resolver las necesidades que cambian de nuestra escuela, el plan de la política de la implicación del padre será revisada/actualizado durante el proceso anual de la revisión del plan del (CIP) de cómo mejorar la escuela.
9. Los recursos de la comunidad serán hechos disponibles para consolidar programas de la escuela, prácticas de la familia, y aprendizaje del estudiante: Las escuelas y los padres cultivarán relaciones con los miembros adicionales de la comunidad para promover y aumentar con eficacia las oportunidades educativas para los niños. Junto, los padres, los educadores y los miembros de la Comunidad ensamblarán esfuerzos hacia identificar y promover recursos de la comunidad y los programas innovadores para consolidar la escuela, las familias, y aprendizaje del estudiante.

Proveer de todos los niños de Volma Overton la igualdad de acceso a la educación de la calidad es una meta fundamental.



**Volma Overton Pledge of Honor  
Parental Involvement Compact  
"Anchored In Excellence"  
2022-23**

It is important that families and schools work together to help students achieve high academic standards. Volma Overton Elementary will share the responsibility, in a safe and secure environment, for student acquisition of academic, creative, emotional, physical and social skills necessary for entering society as contributing members. Education is an important partnership among students, staff, parents, and community.

**Staff Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families that help each student achieve the school's high academic standards.
- Respect the school, property, students, staff, and families.

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Teacher

**Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, property, classmates, staff, and families.

---

Student

**Family/Parent Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day 30 minutes.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision-making, volunteering, attending parent-teacher conferences and family curriculum Nights.
- Communicate the importance of education and learning to my child.
- Respect the school, property, staff, students, and families.

---

Parent/Guardian

**PLEASE SIGN AND RETURN TO THE TEACHER**



**Compromiso de Volma Overton  
Acuerdo Parental de la Implicación  
"Anclado En Excelencia"  
2022-23**

Es importante que las familias y las escuelas trabajen juntas para ayudar a estudiantes a alcanzar altos estándares académicos. En Volma Overton Elemental compartimos la responsabilidad, en un ambiente seguro y de seguridad, de la adquisición del estudiante de las habilidades académicas, creativas, emocionales, físicas y sociales necesarias para la sociedad que entra como miembros que contribuyen. La educación es una sociedad entre estudiantes, maestros, padres y la comunidad.

**Pacto de Maestro(a):**

Yo estoy acuerdo en realizar las responsabilidades siguientes a lo mejor de mi capacidad:

- Proporcionar un plan de estudios y la instrucción de alta calidad.
- Haré el esfuerzo para motivar a mis estudiantes para aprender.
- Tener grandes expectativas y ayudar a cada niño a desarrollar un amor para el aprendizaje.
- Comunicare regularmente con las familias sobre el progreso del estudiante.
- Proporcionare un ambiente de aprendizaje amable, seguro, y cariñoso.
- Proporcionare las asignaciones significativas, diarias de la preparación para reforzar y para ampliar el aprendizaje
- Participar en las oportunidades profesionales del desarrollo que mejoran la enseñanza y el aprendizaje y apoye la formación de sociedades con las familias y la comunidad.
- Participar activamente en las juntas de decisión y constantemente el trabajo de colaboración con las familias y mis colegas de la escuela para hacer escuelas accesibles y dando la bienvenida a los lugares para las familias que ayudan a cada estudiante a alcanzar altos estándares académicos escolar.
- Respetare la escuela, propiedad, los estudiantes, el personal, y a las familias.

\_\_\_\_\_  
Maestro(a)

**Pacto del Estudiante:**

Yo estoy acuerdo en realizar las responsabilidades siguientes a lo mejor de mi capacidad:

- Venid a la escuela preparado para aprender y para trabajar difícilmente.
- Traeré materiales necesarios, asignaciones terminadas y tareas completas.
- Aprenderé y seguiré las reglas de mi escuela y en el salón.
- Pediré ayuda cuando lo necesito.
- Comunicarme regularmente con mis padres y profesores sobre experiencias de la escuela de modo que puedan ayudarme a ser acertado en escuela.
- Limitare la Televisión que miro y en lugar estudiare un poco mas y leyere diario después de escuela.
- Respetare la escuela, propiedad, los estudiantes, el personal, y a las familias.

\_\_\_\_\_  
Estudiante

**Pacto de Familia/Padre:**

Yo estoy acuerdo en realizar las responsabilidades siguientes a lo mejor de mi capacidad:

- Proporcionare un lugar para la tarea sin ruido y supervisare los programas que mire mi niño(a).
- Leyere con mi niño(a) y animarlos a leer 20 minutos diarios para el de (K-2) y 30 minutos de (3-5).
- Comunicaré con el profesor o la escuela cuando tengo una preocupación.
- Aseguré que mi niño(a) atienda la escuela diaria, duerma adecuado tiempo, reciba atención médica regular y nutrición apropiada.
- Supervisare regularmente el progreso de mi niño(a) en escuela.
- Participare en actividades de la escuela tales como juntas para decisión de la escuela, voluntaria(o), asistir conferencias del padre-profesor y noches de estudios de la familia.
- Comunicare la importancia de la educación y del aprendizaje con mi niño(a).
- Respetare la escuela, propiedad, los estudiantes, el personal, y a las familias.

\_\_\_\_\_  
Guardia/Padre



# Volma Overton Early College Prep

Campus Advisory Council Meeting  
September 20<sup>th</sup> 4:30 in the Library





# Volma Overton Early College Prep

## CAC Agenda

September 20, 2022 @ 4:30pm in Library



### Call to Order

#### New Business

1. Welcome & Introductions
2. Purpose of Campus Advisory Council (CAC) Bylaws/Schedule
3. Campus Improvement Plan Work Session (CIP Review)
4. Reopening Safety & Capacity of Building Enrollment Update
5. Title I, Part A Explanation/ Title I Budget/ Parent Allocation
6. Value and Contribution of Parents for staff
  - a. Round Table Discussion
7. Family Engagement Policy/Parent Compact
8. Academic Updates/ Rating
9. Parent Notification Teacher Absence & Certification
10. Closure/ Upcoming Agenda Items

## CAC Meeting Minutes

Date: September 20, 2022

Start time: 4:34 PM

Concluded: 5:32 PM

**Members Present:** Jaime Benites, Monllor, David House, Greg Ney, Courtney Colvin-Crawford, Yeyn Aguilar, Daphne Jones, Jennifer Postell

### 1. Welcome and Introductions

- Mrs. Colvin opened
- Introduced CAC purposes and dates/times.
- The time will be on Tuesdays at 4:30 PM every month.

### 2. CAC Training Information

- We went over positions and some specifics
  - Principal
  - School Administrator
  - Parent Representative (3 parents so far)
  - Teachers (3 parents so far)
  - Professional Staff Representatives
  - Classified Staff Representative (Mrs. Gutierrez)
  - Community Representative (Mr. Jeffries)
  - Business Representative (Clint)
  - Student Representatives (will be for H/S but not for Elementary)
  - PTA President Designee (Mrs. Karen)
  - Terms of Service (2 years)
  - Officers (2 co-chairs [1staff/1 non-staff]) (Mr. Ney will be our co-chair)

### Mission Statement

- We went over the Vision Statement and its meaning

### TAPR and PD purpose

- TAPR - Scores that help with PD and CIP
- CIP will be brought to October Meeting
  - Focusing on enrollment
  - Coordinated School Health
  - Data-Driven Instruction
- We are not required to do a TIP plan since we are a B-rated school.

### Purpose of CAC

- We reviewed the purpose of CAC
- Explained the impact of CAC on School Budget
- Explained that there are Additional Activities for the CAC committee

### Member roles and Responsibilities

- New members are elected in September
- No competition = automatic election
- Principal Responsibilities (Mrs. Colvin)
- Co-Chair Responsibilities (Mr. Ney) (Karen Padron)

## CAC Meeting Minutes

- Secretary Roles (Mr. Aguilar)
- Member Responsibilities

### **Record Keeping and Meeting Process**

- All minutes and records are kept on paper and digitally
- Copies of Agendas will be provided
- Quorum - Made up of the majority of CAC members (more than ½ of the CAC)
- Agreements/Consensus (Preferred)
- Parliamentary Procedure (This is done if there is no consensus)

### **Open Meetings, Visitor Guidelines, and Citizens Communications**

- Open to Public
- The agenda is available 72hrs prior to the meeting
- Visitors and Member Cards - Visitors are invited and cards are available

### **Structure**

- Most input is encouraged
- Free space to share
- Not 1 opinion overruled another
- Set and keep to the agenda

### **Conflict**

- Be respectful
- Student learning is the focus
- Campus Needs Assessment is key

### **Effective Meeting Facilitation**

- Engaging Participants
- Keep to the agenda
- Be Cordial

### **Member Election and Selection**

- We reviewed how the members are selected
- All members serve for 2 years
- We reviewed how the members are rotated and allowed the opportunity to be in a role

**We validated participation in the training by clicking on the link below for acknowledgment.**

### **3. CIP**

Will be brought back in October and will cover several areas as described above.

### **4. Reopening Safety & Capacity of Building Enrollment Update**

- We have 435 scholars
- Mrs. Muñoz went from Kinder to 2nd grade
- Kinder has 3 teachers
- Every grade level is on target or a bit over capacity but it is looking well
- SPED is still in the process of leveling
- No SBS Teacher or TA - Resource and SCORES TA are in use for this

## CAC Meeting Minutes

- We are looking for TA for PK
- We now have a monitor for PK filled

### 5. Title I, Part A Explanation/Budget

- We were explained how Title I funds work vs local fund and amounts reviewed
- Title I is for student use student-focused
  - There is an expenditure report.
  - Parents are active members of this fund

### 6. Value and Contribution of Parents for Staff

- Parents want Beginner Spanish Classes
- Customer service training for all teachers
- Trauma-enforced training for teachers
- More PD for technology now that we are 1 to 1 with devices (Imagine Learning).

### 7. Family/Parent Engagement

- Policy reviewed
- We need more people to join PTA
- They will have an upcoming T-Shirt sale
- Kona ICE fundraiser is underway
- More engagement sessions regarding the new Marshall Middle School

### 8. Academic Updates and Rating

- Campus has B rating
- Tests have been given
- Short Cycle Assessments will be upcoming
- MAP data desegregation will happen next week
- Dates for the SCA were reviewed per week in regards to the scope and sequence with the district
- Students are on target and are happy to be here

### 9. Closure/Upcoming Agenda Items

- CIP
- SCA1
- Think of more to add to the agenda
- STEM Night for fall
- Fall Events/Semester Events/Community Events

*Meeting concluded at 5:32pm*

# Overton Early College Prep



## CAC Meeting Sign-In Sheet

Name:	Name:	Name:
Amiyah Bostell		
Maria J. Mollor		
Gregory Nay / Gregory Nay		
<del>Wife</del>		
Din Upham		
Denesia Easley		
Gikayla Boney		
Jaime Bunk		
Cyrus M. Jones		

# Volma Overton Early College Prep

## Professional Development Agenda

Friday October 14, 2022



- |             |  |
|-------------|--|
| 8:30-9:00   | Sign-In/Coffee Provided (Picture Prep)                                     |
| 9:00-9:15   | Staff Picture (Professional Dress)   |
| 9:30-10:45  | Imagine Learning Training (Value and Contributions Parents Recommendation) |
| 10:45-11:30 | SEL Refresher Training   |
| 11:30-12:00 | STEM Committee Meeting   |
| 12:00-1:00  | Hispanic Heritage Celebration Lunch (food provided)                        |
| 1:00-3:30   | Teacher Planning & Prep  |

# Volma Overton Early College Prep

## Professional Development Agenda

Tuesday November 8, 2022



*Coffee Available*

7:45-8:00	Welcoming Ritual	Colvin-Crawford
8:00-9:20	Imagine Learning Follow-Up PD	Imagine Learning Rep.
9:20- 9:30	Break	
	Mindfulness Minute	
9:30-11:00	Human Sexuality & Responsibility Training	Chiles/Lee
11:00-12:15	STAAR Redesign and Next Steps	Ney/Colvin-Crawford
12:15-12:30	Brighter Bites Update	Brighter Bites Rep.
12:30-1:00	SEL Committee Meeting	Karim/Chiles
1:00- 1:30	Lunch (on your own)	
1:30-3:30	BOND Election Early Release	