Fort Worth Independent School District

229 Overton Park Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: November 10, 2026

Mission Statement

The mission for Overton Park Elementary is to provide a safe, inclusive learning environment that ensures high-quality, individualized instruction and enables student to learn and grow academically, socially, and emotionally.

Vision

VISION

So that we can achieve our mission, we envision a school in which staff:

Demonstrates a clear understanding of all the State of Texas Teaching Standards while remaining flexible and up to date with best teaching practices

Collaborates with all members of the PLC, students, families, and community

Adapts instruction to the individual needs of our students

Shares ownership and responsibility for all students' growth, success, and well-being by providing a positive and collaborative learning environment

COLLECTIVE COMMITMENTS

Overton Park staff have made the following collective commitments to achieve our school's shared vision.

Internalize and apply the TEKS for our grade level content area, as well as, scaffolding to vertically align
Engage in appropriate high-quality professional development
Inform families with data and progress to form a positive relationship with the growth of the entire student at the forefront
Utilize assessment data (common formative and summative) to inform and implement individualized instruction
Intentionally utilize varied teaching strategies
Focus on inclusivity and growth of all students by modeling desired and supportive behaviors

SCHOOLWIDE GOALS

- We will adopt common processes and terminology as a campus per content area.
- We will teach grade-level Science TEKS to mastery.
- We will ensure that students make a full year's worth of growth as measured by EOY MAP and STAAR assessments.

Value Statement

Be Bold. Be Kind. Be YOU.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Overton Park was established in the 2020-2021 school year, marking the beginning of our journey in providing quality education to young learners. We currently serve approximately 540 students ranging from PreK through 5th grade, and we are optimistic about the continued growth in our student population each year. This growth reflects the trust and confidence that the community places in our educational programs and the nurturing environment we strive to maintain.

Our school community is notably active, with a commendable level of parental involvement that significantly contributes to the vibrancy and success of our school. We are proud to have 371 members in our Parent-Teacher Association (PTA), which includes 25 dedicated staff members. This high level of engagement from both parents and staff underscores the collaborative spirit that is essential for fostering a supportive educational environment.

Our PTA Executive Board and Finance Committee convene on a monthly basis to assist the campus in making informed decisions. As the principal, I regularly meet with these committees to discuss and strategize on the allocation of raised funds, ensuring that financial resources are utilized effectively to enhance the educational experience for our students. This collaborative approach ensures that our financial decisions are aligned with the needs and priorities of our school community.

	Mem	
	Campus	
Student Information	**Count**	**Percent**
Total Students	**504**	**100.0%**
Students by Grade		
Early Childhood Education	4	0.8%
Pre-Kindergarten	42	8.3%
Pre-Kindergarten: 3-year Old	0	0.0%
Pre-Kindergarten: 4-year Old	42	8.3%
Kindergarten	80	15.9%
Grade 1	75	14.9%
Grade 2	83	16.5%
Grade 3	87	17.3%
Grade 4	71	14.1%
Grade 5	62	12.3%
Ethnic Distribution		
African American	9	1.8%
Hispanic	56	11.1%
White	404	80.2%
American Indian	1	0.2%
Asian	9	1.8%
Pacific Islander	0	0.0%
Two or More Races	25	5.0%
Sex		
Female	236	46.8%
Male	268	53.2%
Other Student Cohorts		
Economically Disadvantaged	30	6.0%
Non-Educationally Disadvantaged	474	94.0%
Section 504 Students	24	4.8%
EB Students/EL	7	1.4%
Students w/ Disciplinary Placements (2023-24)	0	0.0%
Students w/ Dyslexia	17	3.4%
Foster Care	0	0.0%
Homeless	2	0.4%
Immigrant	4	0.8%
Migrant	0	0.0%
Title I	0	0.0%
Military Connected	13	2.6%
At-Risk	115	22.8%

Demographics Strengths

Overton Park has consistently demonstrated a history of high academic success, a testament to the dedication of our educators and the commitment of our students. This achievement is further supported by our students' low socioeconomic needs, which enable our school community to maintain high levels of engagement both inside and outside the classroom. Such an environment fosters a culture of learning and participation, allowing students to thrive academically and socially.

Overton Park Elementary serves approximately 540 students, with the largest grade-level cohorts appearing in Grades 2 and 3. The campus demographic profile is predominantly White at 80%, with Hispanic students at 11%, African American and Asian students each at 1.8%, and students of Two or More Races at about 5%. Special population representation includes 14.1% of students receiving Special Education services, 21.4% identified as Gifted and Talented, 1.4% designated as Emergent Bilingual, and only 6.1% qualifying as economically disadvantaged, which is significantly lower than the district average. The campus shows strong indicators of stability and engagement, with a low 3.2% mobility rate and a high attendance rate of 96.4%, while chronic absenteeism remains minimal at 4.5%. These demographic characteristics reflect a relatively stable and resource-supported school community with minimal transitional disruption.

In recognition of our academic excellence, Overton Park was honored as the #3 school in Texas by US News & World Report in 2024 and subsequently ranked as the #10 school in Texas in 2025. These accolades reflect the hard work and dedication of our entire school community, from our talented educators to our motivated students and supportive families.

Our faculty is distinguished by the presence of twenty-five teachers who have earned the State of Texas TIA designations. This recognition underscores their expertise and commitment to providing high-quality education, ensuring that our students receive the best possible instruction and support.

We are proud to offer a range of programs that cater to the diverse needs of our students, including the Gifted and Talented (GT) program, special education, speech therapy, 504 services, and support for students with dyslexia. These programs are designed to ensure that every student has access to the resources and support they need to succeed academically and personally.

In addition to our strong academic offerings, our students benefit from daily exposure to the arts, with access to art, music, and physical education. Our comprehensive music program is available at every grade level, providing students with the opportunity to explore and develop their musical talents.

Beyond the classroom, we offer a variety of afterschool enrichment activities, including a running club, UIL competitions, Readers Become Leaders, Battle of the Books, and Spelling and Math Bees. These programs encourage students to pursue their interests, develop new skills, and engage with their peers in meaningful ways, further enhancing their educational experience at Overton Park.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While 21.4% of students are GT, the staffing table shows 0% teachers coded to GT; services are delivered through regular education, which may limit systematic GT differentiation and progress monitoring.
Root Cause: GT and EB services are primarily delivered by regular classroom teachers (GT teachers 0%, Bilingual/ESL teachers 0%), which can dilute specialized supports without targeted PD and monitoring tools.

Problem Statement 2 (Prioritized): Our data shows our priority student groups are performing at a lower Masters rate (all subjects white 60% vs hispanic at 36%)than our white students.
Root Cause: Campus systems for the desegregation of groupings have not been consistent with the staff as a whole.

Student Learning

Student Learning Summary

Student learning outcomes at Overton Park ES are consistently high, with the campus far outperforming district averages across all STAAR subjects. Overall, 83% of students met grade level and 56% achieved the Masters level across all tested subjects. ELA performance is particularly strong, with 92% of students meeting grade level and 65% achieving Masters, accompanied by an exceptional 95% annual ELA growth rate. Mathematics achievement is also robust, with 89% reaching Meets and 61% achieving Masters, supported by an 81% annual growth rate. In contrast, Grade 5 Science performance is a notable area of concern, with only 31% meeting grade level and 7% reaching Masters—scores that are significantly lower than the state averages and represent a substantial decline from the prior year's performance. While White students perform at high levels across subjects, gaps are apparent at the Masters standard for Hispanic students and for students identified as economically disadvantaged, even though these populations are relatively small on campus. Overall, student learning patterns show exemplary achievement in ELA and Math, steady growth across subjects, and a distinct need for strengthened Science instruction and rigor.

Student Learning Strengths

Our school has demonstrated consistently high attainment in English Language Arts (ELA) and Mathematics across various grade levels. For instance, our Grade 3 students have achieved an impressive 86% in Reading Meets standards, while Grade 4 students have surpassed expectations with a 97% Reading Meets rate. Similarly, in Mathematics, our Grade 3 students have achieved a 95% Meets rate, and our Grade 4 students have maintained a strong performance with a 90% Meets rate. These results reflect our commitment to academic excellence and the effectiveness of our instructional strategies.

In addition to high achievement, our students have shown exceptional growth in both ELA and Mathematics. Across all grades, we have achieved an overall growth rate of 88%, with ELA growth reaching an outstanding 95%. This indicates that our students are not only meeting but exceeding expected progress, which is a testament to the dedication of our teachers and the supportive learning environment we provide.

Furthermore, our school prides itself on full participation and inclusion, as evidenced by our 100% participation rate in the STAAR assessments. We have also achieved near-universal inclusion in accountability measures, which minimizes data gaps and ensures that every student's progress is accurately represented. This commitment to inclusivity ensures that all students have the opportunity to succeed and that our data reflects the true performance of our diverse student body.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Science underperformance: 5th Grade Science Meets 31%, and Masters 7%, down sharply from 2024 (Meets 54%, Masters 34%), and below state Meets (47%)
Root Cause: Curricular emphasis/time allocation imbalance: ELA/Math are stellar while Science lags, suggesting fewer protected instructional minutes and/or weaker vertical alignment in K-4 culminating in 5th-grade outcomes (pattern: multi-year ELA/Math strength vs sudden 5th-grade Science drop

Problem Statement 2 (Prioritized): Gaps at higher rigor: Masters-level disparity between Hispanic (36%) and White (60%) students across subjects signals a challenge in pushing all groups to the highest performance band
Root Cause: Rigor access for subgroups: Masters-level gaps (Hispanic vs White) imply a need to systematize enrichment/extension tasks and advanced practice to ensure proportional access to high-rigor learning experiences

Problem Statement 3 (Prioritized): Small but important equity gap: Economically Disadvantaged Meets 45% vs 83% overall; though a small subgroup, equity requires targeted attention
Root Cause: ED students are less consistently accessing (or persisting with) advanced problems, enrichment, and pre-assessment pathways that build durable Meets-and-Masters

proficiency, especially when coupled with attendance/mobility barriers.

Problem Statement 4 (Prioritized): Science underperformance: 5th Grade Science Meets 31%, and Masters 7%, down sharply from 2024 (Meets 54%, Masters 34%), and below state Meets (47%)
Root Cause: The 5th-grade science assessment consolidates K-5 standards; the sharp decline (2024-2025) indicates potential gaps in spiraling/reteaching rather than cohort ability

School Processes & Programs

School Processes & Programs Summary

At Overton Park, we take pride in our dedicated and highly qualified teaching staff. All of our teachers hold the necessary certifications, ensuring they meet the highest standards of educational excellence. Notably, 25 of our educators have achieved TIA-level status, reflecting their exceptional skills and commitment to teaching. This level of expertise is instrumental in providing our students with a robust and effective learning environment.

Our school community is expanding, and we are pleased to offer two universal Pre-Kindergarten (PK) classes, a Blended PK class (16 gen ed students with 5 students with IEPs), and an Early Childhood Special Education (ECSE) class. We recognize the diverse needs of our students, and several of our ECSE students require inclusion minutes to support their learning and development. This inclusion is vital for fostering an inclusive educational environment where all students can thrive.

We are committed to ensuring that our Leadership team, which includes both the principal and the assistant principal, convenes at least once a week. These meetings are crucial for coordinating our calendars and activities, allowing us to stay aligned and organized. Additionally, we will diligently monitor multiple data sources during these sessions to ensure that we are addressing any emerging needs promptly and effectively.

Our guiding coalition will hold monthly meetings to reassess our overall campus goals. This dedicated time will allow us to evaluate our progress and ensure that we are upholding our collaborative commitments. By doing so, we aim to foster a cohesive and goal-oriented environment that supports the success and growth of our entire school community.

In addition to our weekly leadership meetings, our student support team convenes regularly to organize and schedule Multi-Tiered System of Supports (MTSS) meetings. This dedicated team plays a crucial role in ensuring that we are effectively addressing the diverse needs of our students through a structured framework that supports academic and behavioral success.

Furthermore, the team diligently monitors and follows up on open consents for special education testing, specifically focusing on academic and speech evaluations. This process is essential in identifying and providing the necessary interventions and support for students who require specialized educational services, ensuring that every child has the opportunity to thrive in our learning environment.

The process of student placement at Overton Park Elementary is thorough and collaborative. Our teachers work diligently in grade-level teams to recommend placements for the upcoming school year, starting this process as early as February. Our objective is to finalize the class lists for the 2025-2026 academic year before the conclusion of the 2024-2025 school year. We value parental input and provide an information sheet for parents to share insights about their child's personality, medical needs, peer associations, and other critical information. This ensures that we make informed decisions that best support each student's educational journey. It is important to note that while we welcome parental input, specific teacher requests are not part of the placement process.

School Processes & Programs Strengths

Our Leadership Team is a cornerstone of our school's success, functioning with remarkable cohesion to ensure consistent decision-making and the implementation of effective systems. This collaborative approach ensures that all stakeholders, including staff, students, and parents, share and uphold high expectations, fostering an environment of excellence and accountability.

Our commitment to excellence is further demonstrated through our proactive hiring practices and recruitment efforts, which are conducted year-round. This strategic approach allows us to identify and secure outstanding candidates early, ensuring that we can place them in roles where they can have the greatest impact on student learning and school culture.

We value the partnership with our parents and recognize the importance of their input in the educational journey of their children. By allowing parents to provide insights into their child's needs before placement, we create an effective partnership that enhances the educational experience and supports personalized learning pathways.

Communication between teachers and parents is a priority, and we employ a variety of methods to ensure that it is both effective and accessible. Through platforms such as Parent Square, emails, and face-to-face conferences, we maintain open lines of communication, fostering a collaborative environment that supports student success.

Our commitment to foundational skills is unwavering, with a focus on ensuring that all students achieve mastery in basic math and reading skills. We have established clear timelines for the mastery of essential skills, such as basic math facts and reading competencies like sight words and phonological skills, to ensure that every student builds a strong academic foundation.

Through our Multi-Tiered System of Supports (MTSS) process, we have made significant strides in identifying students with dyslexia and ensuring they receive the targeted assistance they need. Our dedicated teacher of dyslexia instruction provides daily support using the Take Flight program, which is renowned for their effectiveness in helping students with dyslexia improve their reading and writing skills. This consistent, specialized support is crucial in fostering an inclusive learning environment where all students can thrive.

Communication within our school community is a priority, and we have established a system to keep everyone informed and engaged. Faculty and staff benefit from "The Hoot!," a weekly newsletter from the Leadership team that not only outlines upcoming events and the weekly calendar but also celebrates the positive developments within our school. This initiative helps maintain a cohesive and motivated team, ensuring that everyone is aligned with our school's goals and activities.

Our commitment to transparency and community involvement extends beyond the school walls through our weekly PTA eblast, sent every Wednesday. This newsletter, which begins with a message from the principal, serves as a vital link between the school and the wider community. It provides updates on social events and important dates, fostering a sense of connection and involvement among parents, guardians, and community members. The principal also sends a monthly Parent Hoot! to the parents so that the home-school connection is strengthened and communication lines are open and transparent, as much as possible. These lines of communication are essential in building a supportive and engaged school community.

Our school is proud to have an experienced faculty whose dedication and expertise are reflected in the strong academic results our students achieve. The high percentage of students meeting or mastering grade-level standards, along with significant growth metrics, is a testament to the effective core instruction delivered by our teachers. This success is further supported by the collaborative efforts within our Professional Learning Communities (PLCs), where educators work together to refine teaching strategies and share best practices, ensuring that every student receives a high-quality education.

Additionally, we maintain favorable class sizes in tested grades, which plays a crucial role in enhancing the learning experience. Smaller class sizes allow our teachers to implement small-group instruction more effectively, providing personalized attention to each student. This setting also enables teachers to be more responsive in their approach, offering targeted reteach sessions and enrichment opportunities that cater to the diverse learning needs of our students. As a result, we are able to foster an environment where every child can thrive academically.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited dedicated program staffing in GT and Bilingual/ESL (0% each by coding) may over-rely on generalists for specialized differentiation and compliance
Root Cause: With GT and EB services embedded in general ed staffing,we lack clear program leads, consistent artifacts (advanced learning plans), and fidelity checks, which can affect subgroup mastery at higher rigor

Problem Statement 2: Science instructional system needs tightening (scope/sequence, unit assessments, lab integration), given the campus-wide contrast between Science and the other tested areas.
Root Cause: The pronounced success in ELA/Math vs Science suggests PLC data cycles, common assessments, and intervention blocks may be more robust in ELA/Math than in Science

Perceptions

Perceptions Summary

Overton Park Elementary is widely perceived as an affluent school community where students arrive eager to learn and are supported by highly engaged families. TAPR proxy indicators reinforce this perception, showing a strong campus culture characterized by a 96.4% attendance rate and very low chronic absenteeism at 4.5%, signaling that students feel safe, connected, and consistently present in the learning environment. The campus also recorded no disciplinary placements during the 2023–24 school year, and mobility remains low, contributing to a stable and welcoming culture that supports both academic and social-emotional growth. Although the staff is less diverse than the district average, representation generally aligns with the school's demographic makeup, and teachers are described as professional, student-centered, and collaborative in their approach to meeting learners' needs.

Overton Park holds the shared belief that all students can and will achieve at the highest academic levels when provided with appropriate support and challenge. Advanced learners are offered opportunities to work at their instructional level to remain motivated and engaged, while students who struggle receive targeted academic intervention and socialemotional support to build confidence and ensure they experience success. Parent involvement is notably strong and contributes significantly through volunteerism, enrichment activities, and fiscal support; however, the school places importance on clear role definition so that parental participation enhances rather than directs instructional or operational decisionmaking. Teachers maintain responsibility for educational decisions and are expected to develop, communicate, and monitor structured plans that promote optimal student achievement.

School systems—including the master schedule and master calendar—are intentionally designed to maximize instructional time, allow for full coverage of gradelevel TEKS, and provide teachers with the flexibility to integrate supplemental resources that meet the diverse needs of their students. These systems are implemented consistently and function fluidly, creating an environment where faculty, staff, students, and families work collaboratively toward shared goals. Attendance rates across racial and special populations show minimal variance (e.g., 96.0% White; 95.8% Hispanic; 91.9% African American; 93.3% EB; 94.9% Economically Disadvantaged), indicating equitable engagement across groups and few barriers to access. The school experiences very few discipline referrals and maintains a **low staff turnover rate**, with most personnel changes resulting from retirements or enrollment growth rather than dissatisfaction or burnout.

Overall, stakeholder perceptions—combined with TAPR indicators—suggest that Overton Park ES benefits from a positive, stable, and academically focused climate. At the same time, the absence of formal stakeholder surveys limits the school's ability to fully understand nuanced experiences related to belonging, communication, and cultural responsiveness. Gathering perception data in a structured, disaggregated form would further strengthen the school's capacity to ensure that every student and family feels valued, supported, and included.

Perceptions Strengths

Overton Park Elementary is recognized for its strong, positive campus culture in which students, staff, and families feel connected and supported. The school maintains exceptionally high attendance and very low chronic absenteeism, reflecting a climate where students feel safe, engaged, and eager to attend school. Discipline concerns are minimal, with almost no referrals or placements, further demonstrating the effectiveness of the school's proactive behavior systems and the strong relationships built between students and staff. Parent involvement is a powerful asset, as families actively support instructional programs, enrichment opportunities, and campus initiatives, contributing to a collaborative, communityoriented atmosphere. Teachers are highly professional, hold high expectations for all students, and make instructional decisions centered on student needs. Their commitment ensures that both advanced learners and students who need additional academic or socialemotional support receive targeted attention designed to promote growth. The campus master schedule and calendar are intentionally structured to maximize instructional time, ensure coverage of gradelevel TEKS, and allow teachers flexibility to integrate supplemental materials that meet diverse learner needs. Schoolwide systems are welldefined, consistently implemented, and fluid enough to adapt to individual student differences, fostering an environment where

teachers, families, and administrators work collaboratively toward shared goals. Low mobility and low staff turnover further strengthen this stability, enabling the school to maintain continuity in routines, expectations, and instructional practices. Together, these strengths create a deeply supportive and academically focused environment where stakeholders share a unified belief that all students can succeed at high levels.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some stakeholder experiences (belonging, communication, cultural responsiveness) are not fully captured due to the absence of formal schoolwide perception surveys.
Root Cause: The absence of standardized stakeholder surveys leads to important but subtle perceptions from students, families, and staff going undetected, reinforcing the assumption that the school's strong overall climate removes the need for formal perception data.

Problem Statement 2: Long-term stability may unintentionally mask the needs of subgroups who require differentiated support or may feel less represented or heard.
Root Cause: High-functioning systems may overshadow smaller but important areas for improvement.

Problem Statement 3 (Prioritized): Despite strong beliefs and instructional commitment, the campus lacks a fully unified and consistently communicated system for documenting, monitoring, and supporting both advanced and struggling learners, leading to variability in intervention and enrichment practices across classrooms.
Root Cause: The absence of a campuswide, structured system for intervention and enrichment--along with inconsistent progress-monitoring tools--results in uneven implementation and follow-through, preventing advanced and struggling learners from receiving fully aligned, consistently tracked support.

Priority Problem Statements

Problem Statement 1: Our data shows our priority student groups are performing at a lower Masters rate (all subjects white 60% vs hispanic at 36%)than our white students.

Root Cause 1: Campus systems for the desegregation of groupings have not been consistent with the staff as a whole.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Despite strong beliefs and instructional commitment, the campus lacks a fully unified and consistently communicated system for documenting, monitoring, and supporting both advanced and struggling learners, leading to variability in intervention and enrichment practices across classrooms.

Root Cause 2: The absence of a campuswide, structured system for intervention and enrichment--along with inconsistent progress-monitoring tools--results in uneven implementation and follow-through, preventing advanced and struggling learners from receiving fully aligned, consistently tracked support.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Small but important equity gap: Economically Disadvantaged Meets 45% vs 83% overall; though a small subgroup, equity requires targeted attention

Root Cause 3: ED students are less consistently accessing (or persisting with) advanced problems, enrichment, and pre-assessment pathways that build durable Meets-and-Masters proficiency, especially when coupled with attendance/mobility barriers.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Gaps at higher rigor: Masters-level disparity between Hispanic (36%) and White (60%) students across subjects signals a challenge in pushing all groups to the highest performance band

Root Cause 4: Rigor access for subgroups: Masters-level gaps (Hispanic vs White) imply a need to systematize enrichment/extension tasks and advanced practice to ensure proportional access to high-rigor learning experiences

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Science underperformance: 5th Grade Science Meets 31%, and Masters 7%, down sharply from 2024 (Meets 54%, Masters 34%), and below state Meets (47%)

Root Cause 5: Curricular emphasis/time allocation imbalance: ELA/Math are stellar while Science lags, suggesting fewer protected instructional minutes and/or weaker vertical alignment in K-4 culminating in 5th-grade outcomes (pattern: multi-year ELA/Math strength vs sudden 5th-grade Science drop

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Science underperformance: 5th Grade Science Meets 31%, and Masters 7%, down sharply from 2024 (Meets 54%, Masters 34%), and below state Meets (47%)

Root Cause 6: The 5th-grade science assessment consolidates K-5 standards; the sharp decline (2024-2025) indicates potential gaps in spiraling/reteaching rather than cohort ability

Problem Statement 6 Areas: Student Learning

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of 3rd grade students who score meets grade level or above on ELAR six weeks assessments from 64% to 80% by June 2027.
Increase the performance of our Economically Disadvantaged students from 28% to 50% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Within the first three weeks of classes, identify priority student groups by analyzing previous assessment data and current classroom performance to ensure teachers are aware of students' specific needs.

Strategy's Expected Result/Impact: higher achievement in EOY reading skills

Staff Responsible for Monitoring: admin and teachers

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The AP will have a master spreadsheet available for all grade levels that will identify our priority students **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** admin **Date(s) / Timeframe:** July-Aug 2026 **Collaborating Departments:** ADQ **Delivery Method:** spreadsheet			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Enhance the alignment of T1 instruction for all students using HQIM to ensure students are receiving explicit and effective instruction in PK-2.

Strategy's Expected Result/Impact: continued achievement and growth for all students

Staff Responsible for Monitoring: admin and team leaders

Problem Statements: Perceptions 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers and teaching assistants will routinely participate in PLC meetings to study student work samples and use the TEKS and our HQIM to guide their planning. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Teachers and admin **Date(s) / Timeframe:** Aug-May **Collaborating Departments:** FWISD content areas, ADQ			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our data shows our priority student groups are performing at a lower Masters rate (all subjects white 60% vs hispanic at 36%)than our white students. **Root Cause**: Campus systems for the desegregation of groupings have not been consistent with the staff as a whole.
Student Learning
Problem Statement 3: Small but important equity gap: Economically Disadvantaged Meets 45% vs 83% overall; though a small subgroup, equity requires targeted attention **Root Cause**: ED students are less consistently accessing (or persisting with) advanced problems, enrichment, and pre-assessment pathways that build durable Meets-and-Masters proficiency, especially when coupled with attendance/mobility barriers.
Perceptions
Problem Statement 3: Despite strong beliefs and instructional commitment, the campus lacks a fully unified and consistently communicated system for documenting, monitoring, and supporting both advanced and struggling learners, leading to variability in intervention and enrichment practices across classrooms. **Root Cause**: The absence of a campuswide, structured system for intervention and enrichment--along with inconsistent progress-monitoring tools--results in uneven implementation and follow-through, preventing advanced and struggling learners from receiving fully aligned, consistently tracked support.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from X% to Y%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 91.7% to 94% by June 2027.

Increase the performance of the student group that is most marginalized by instruction on our campus (special education) from 76% to 80% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Our MTSS system will be used to identify students who need additional behavioral/academic/speech supports.

Strategy's Expected Result/Impact: Identifying students early who could benefit from more 1:1 instruction; identify possible learning difficulties

Staff Responsible for Monitoring: teachers, counselor, admin

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Students will be identified and referred using the 26-27 MTSS Google form link. Students identified for MTSS will have data gathered and documented in Branching Minds. The data will be analyzed during MTSS meetings and next steps will be determined and documented. **Intended Audience:** MTSS committee and teachers **Provider / Presenter / Person Responsible:** counselor, teachers, admin **Date(s) / Timeframe:** aug-mar			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Implement a math intervention program where students in priority groups receive additional support through small group or one-on-one sessions, focusing on specific reading skills identified as gaps.

Strategy's Expected Result/Impact: increase in student achievement

Staff Responsible for Monitoring: teachers

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2, 3 - Perceptions 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Differentiate instruction and provide supplemental activities, such as iReady, to promote optimal learning experiences tailored to each student's needs. **Intended Audience:** students **Provider / Presenter / Person Responsible:** teachers **Date(s) / Timeframe:** aug-may			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Our data shows our priority student groups are performing at a lower Masters rate (all subjects white 60% vs hispanic at 36%)than our white students. **Root Cause**: Campus systems for the desegregation of groupings have not been consistent with the staff as a whole.

Student Learning

Problem Statement 2: Gaps at higher rigor: Masters-level disparity between Hispanic (36%) and White (60%) students across subjects signals a challenge in pushing all groups to the highest performance band **Root Cause**: Rigor access for subgroups: Masters-level gaps (Hispanic vs White) imply a need to systematize enrichment/extension tasks and advanced practice to ensure proportional access to high-rigor learning experiences

Problem Statement 3: Small but important equity gap: Economically Disadvantaged Meets 45% vs 83% overall; though a small subgroup, equity requires targeted attention **Root Cause**: ED students are less consistently accessing (or persisting with) advanced problems, enrichment, and pre-assessment pathways that build durable Meets-and-Masters proficiency, especially when coupled with attendance/mobility barriers.

Perceptions

Problem Statement 3: Despite strong beliefs and instructional commitment, the campus lacks a fully unified and consistently communicated system for documenting, monitoring, and supporting both advanced and struggling learners, leading to variability in intervention and enrichment practices across classrooms. **Root Cause**: The absence of a campuswide, structured system for intervention and enrichment--along with inconsistent progress-monitoring tools--results in uneven implementation and follow-through, preventing advanced and struggling learners from receiving fully aligned, consistently tracked support.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from X% to Y%.

Performance Objective 3: Increase the percentage of 3rd grade students who score meets grade level or above on Reading Benchmark assessments from 78% to 85% by June 2027. Increase the performance of our Economically Disadvantaged students from 57% to 65% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Schedule weekly PLC meetings with a clear agenda focused on data analysis and TEKS internationalization. Ensure all teachers have access to student data before the meeting for pre-work preparation.

Strategy's Expected Result/Impact: lesson and tek internalization

Staff Responsible for Monitoring: admin, GLC

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2 - Perceptions 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: During weekly PLC meetings, allocate time for teacher teams to analyze Benchmark data to identify student gaps and develop targeted instructional strategies to address these gaps. Incorporate a rotating facilitator role within PLC meetings to ensure diverse perspectives and shared leadership in data analysis and instructional planning. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** admin, teachers **Date(s) / Timeframe:** After benchmarks are given in accordance w assessment calendar **Collaborating Departments:** ADQ			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Our MTSS system will be utilized to identify students needing extra behavioral/academic/speech supports.

Strategy's Expected Result/Impact: identification of struggling students

Staff Responsible for Monitoring: counselor, staff

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Perceptions 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Students will be identified and referred using the 26-27 MTSS Google form link. Students identified for MTSS will have data gathered and documented in Branching Minds. The data will be analyzed during MTSS meetings, and the next steps will be determined and documented. **Intended Audience:** staff **Provider / Presenter / Person Responsible:** staff counselor admin sped team **Date(s) / Timeframe:** aug- april			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Our data shows our priority student groups are performing at a lower Masters rate (all subjects white 60% vs hispanic at 36%)than our white students. **Root Cause**: Campus systems for the desegregation of groupings have not been consistent with the staff as a whole.
Perceptions
Problem Statement 3: Despite strong beliefs and instructional commitment, the campus lacks a fully unified and consistently communicated system for documenting, monitoring, and supporting both advanced and struggling learners, leading to variability in intervention and enrichment practices across classrooms. **Root Cause**: The absence of a campuswide, structured system for intervention and enrichment--along with inconsistent progress-monitoring tools--results in uneven implementation and follow-through, preventing advanced and struggling learners from receiving fully aligned, consistently tracked support.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of 3rd-grade students who score meets grade level or above on Math six weeks assessments from 78% to 94% by June 2027. Increase the performance of our Economically Disadvantaged students from 43% to 65% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Within the first three weeks of classes, identify priority student groups by analyzing previous assessment data and current classroom performance to ensure teachers are aware of students' specific needs.

Strategy's Expected Result/Impact: increase in achievement

Staff Responsible for Monitoring: teachers admin

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2, 3

Action Step 1 Details	Formative Reviews		
Action Step 1: The AP will have a master spreadsheet available for all grade levels that will identify our priority students. **Intended Audience:** staff	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Teachers will be responsible for updating the spreadsheet with ALL pertinent data within 48 hours of the assessment data (MAP, 6wks, benchmarks etc) **Intended Audience:** staff **Provider / Presenter / Person Responsible:** staff **Date(s) / Timeframe:** within 48 hr of data gathered	Formative		
	Nov	Jan	Mar

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Enhance the alignment of T1 instruction for all students using HQIM to ensure students are receiving explicit instruction and are effective in PK-5.

Strategy's Expected Result/Impact: increase in achievement and individual student growth

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2, 3 - Perceptions 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers and teaching assistants will routinely participate in PLC meetings to study student work samples and use the TEKS and our HQIM to guide their planning.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our data shows our priority student groups are performing at a lower Masters rate (all subjects white 60% vs hispanic at 36%)than our white students. **Root Cause**: Campus systems for the desegregation of groupings have not been consistent with the staff as a whole.
Student Learning
Problem Statement 2: Gaps at higher rigor: Masters-level disparity between Hispanic (36%) and White (60%) students across subjects signals a challenge in pushing all groups to the highest performance band **Root Cause**: Rigor access for subgroups: Masters-level gaps (Hispanic vs White) imply a need to systematize enrichment/extension tasks and advanced practice to ensure proportional access to high-rigor learning experiences
Problem Statement 3: Small but important equity gap: Economically Disadvantaged Meets 45% vs 83% overall; though a small subgroup, equity requires targeted attention **Root Cause**: ED students are less consistently accessing (or persisting with) advanced problems, enrichment, and pre-assessment pathways that build durable Meets-and-Masters proficiency, especially when coupled with attendance/mobility barriers.
Perceptions
Problem Statement 3: Despite strong beliefs and instructional commitment, the campus lacks a fully unified and consistently communicated system for documenting, monitoring, and supporting both advanced and struggling learners, leading to variability in intervention and enrichment practices across classrooms. **Root Cause**: The absence of a campuswide, structured system for intervention and enrichment--along with inconsistent progress-monitoring tools--results in uneven implementation and follow-through, preventing advanced and struggling learners from receiving fully aligned, consistently tracked support.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 93.4% to 95% by June 2027.

Increase the performance of the student group that is most marginalized by instruction on our campus (special education) from 82% to 85% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Our MTSS system will be utilized to identify students needing extra behavioral/academic/speech supports.

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Perceptions 3

Strategy 2: Implement a math intervention program where students in priority groups receive additional support through small group or one-on-one sessions, focusing on specific reading skills identified as gaps.

TEA Priorities:
Build a foundation of reading and math

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Differentiate instruction and provide supplemental activities, such as iReady, to promote optimal learning experiences tailored to each student's needs.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 3: Despite strong beliefs and instructional commitment, the campus lacks a fully unified and consistently communicated system for documenting, monitoring, and supporting both advanced and struggling learners, leading to variability in intervention and enrichment practices across classrooms. **Root Cause**: The absence of a campuswide, structured system for intervention and enrichment--along with inconsistent progress-monitoring tools--results in uneven implementation and follow-through, preventing advanced and struggling learners from receiving fully aligned, consistently tracked support.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.

Performance Objective 3: Increase the percentage of 3rd-grade students who score Meets or above on Math Benchmark assessments from 83% to 90% by June 2027. Increase the performance of our Economically Disadvantaged students from 29% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Schedule weekly PLC meetings with a clear agenda focused on data analysis and TEKS internationalization. Ensure all teachers have access to student data before the meeting for pre-work preparation.

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Students will be identified and referred using the 26-27 MTSS Google form link. Students identified for MTSS will have data gathered and documented in Branching Minds. The data will be analyzed during MTSS meetings, and the next steps will be determined and documented.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Our data shows our priority student groups are performing at a lower Masters rate (all subjects white 60% vs hispanic at 36%)than our white students. **Root Cause**: Campus systems for the desegregation of groupings have not been consistent with the staff as a whole.
Student Learning
Problem Statement 2: Gaps at higher rigor: Masters-level disparity between Hispanic (36%) and White (60%) students across subjects signals a challenge in pushing all groups to the highest performance band **Root Cause**: Rigor access for subgroups: Masters-level gaps (Hispanic vs White) imply a need to systematize enrichment/extension tasks and advanced practice to ensure proportional access to high-rigor learning experiences
Problem Statement 3: Small but important equity gap: Economically Disadvantaged Meets 45% vs 83% overall; though a small subgroup, equity requires targeted attention **Root Cause**: ED students are less consistently accessing (or persisting with) advanced problems, enrichment, and pre-assessment pathways that build durable Meets-and-Masters proficiency, especially when coupled with attendance/mobility barriers.

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 1: Increase the percentage of 3rd-5th grade students who score Meets or above grade level on Reading Benchmark assessments from 82% to 85% by June 2027.
Increase the performance of our Economically Disadvantaged students from 59% to 65% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Our MTSS system will be utilized to identify students needing extra behavioral/academic/speech supports

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Students will be identified and referred using the 26-27 MTSS Google form link. Students identified for MTSS will have data gathered and documented in Branching Minds (BRM). The data will be analyzed during the MTSS meetings, and the next steps will be determined and documented.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Utilize formative assessments and district DOLs to monitor the progress of priority student groups in reading and math, and use the data to tailor instruction and provide immediate feedback to students to address gaps in understanding.

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Using the redesigned FWISD curriculum documents and formative assessments, teachers will administer common DOLs and use the reteach and challenge time to address gaps in understanding or to challenge students who mastered the lesson materials.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 2: Increase the percentage of 3rd-5th-grade students who score at Meets or above on Math Benchmark assessments from 82% to 85% by June 2027.
Increase the performance of our Economically Disadvantaged students from 29% to 35% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Our MTSS system will be utilized to identify students needing extra behavioral/academic/speech supports

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Students will be identified and referred using the 26-27 MTSS Google form link. Students identified for MTSS will have data gathered and documented in Branching Minds (BRM). The data will be analyzed during the MTSS meetings, and the next steps will be determined and documented.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Utilize formative assessments and district DOLs to monitor the progress of priority student groups in reading and math, and use the data to tailor instruction and provide immediate feedback to students to address gaps in understanding.

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Using the redesigned FWISD curriculum documents and formative assessments, teachers will administer common DOLs and use the reteach and challenge time to address gaps in understanding or to challenge students who mastered the lesson materials.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from x% to y%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 10% to 5% by June 2027.
Decrease the number and percentage of chronically absent Economically Disadvantaged students on our campus from 30% to 15% by June 2027.

Evaluation Data Sources: One Source Data

Strategy 1: Use the intentional family newsletters/Parent Square and the MTSS system to leverage engagement to improve daily attendance..

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus admin and attendance clerk will identify students with chronic absences and will track the days absent. Use the attendance feature in Parent Square to notify economically disadvantaged parents each time their child is absent.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Reinforce students' sense of connection and belonging when returning from an absence.

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will provide all returning students with a "We Missed You!" note after each absence. Upon a student's 10th absence, the school counselor will schedule a conference with the student and their parents/guardians to discuss the academic, social, and emotional impacts of excessive absences and provide support resources.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Increase the frequency of communication from teachers to parents and stakeholders from 0 times to 1 time per week.

Action Step 1 Details	Formative Reviews		
Action Step 1: Establish clear, concise, and consistent communication protocols across all grade levels and classrooms to ensure stakeholders are regularly informed.	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Set a minimum expectation for teachers to send out weekly newsletters or updates to parents, highlighting classroom activities, upcoming events, and student achievements.	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 4: Utilize a school-wide calendar that is regularly updated with important dates and events, ensuring all stakeholders are informed in a timely manner.

Action Step 1 Details	Formative Reviews		
Action Step 1: To ensure teachers and staff have the same information in real time, there will be an Outlook Calendar training given to the staff at planning week. Teachers must add the OPE Special Event Calendar to their calendar **Intended Audience:** teachers and staff	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: The calendar will be accessible to all stakeholders on the Overton Park PTA website starting in June 2026 for the 26-27 school year. **Intended Audience:** stakeholders **Provider / Presenter / Person Responsible:** admin and PTA president **Date(s) / Timeframe:** Mid June 2026; continually updated and checked for changes	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue