

Houston Independent School District

213 Osborne Elementary School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

We are a team of dedicated teachers and leaders, working in a high-performance and caring culture, implementing wholesale reform of the education system based on different design principles. We will maintain an intense focus on high-quality instruction and also provide students with experiences to broaden perspectives and support the growth of Year 2035 competencies. Osborne Elementary holds high expectations for students and staff and believes that everyone can create their future.

Vision

As a cohesive team of devoted educators and leaders, operating within a dynamic culture that values both excellence and compassion, our mission involves instituting a comprehensive overhaul of the education system. This transformation will be guided by a set of distinct design principles, each carefully chosen to drive innovation. Our unwavering commitment remains centered on delivering top-tier instruction, fostering an environment abundant in insightful data, and furnishing students with opportunities that expand horizons while nurturing the development of the competencies crucial for the Year 2035.

At Osborne Elementary, we set the bar high for both our students and staff. We firmly believe that by fostering a growth mindset, everyone has the power to shape their own future. Our commitment to fostering a nurturing and intellectually stimulating environment underscores our dedication to this cause.

With a resolute dedication to these values, we embark on this journey of education transformation, confident in our ability to cultivate a brighter future for our students and contribute positively to the broader educational landscape.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

****Areas of Strength:****

1. In the academic year 2021-2022, Reading performance was notably strong, with 81% of students approaching grade level, 48% meeting the grade level, and 20% mastering it.
2. Science also stood out in 2021-2022, where 88% approached, 39% met, and an impressive 27% of students achieved mastery.

****Areas of Improvement:****

1. It's challenging to identify a specific area where the campus improved from 2021-2022 to 2022-2023 based on the data. Most subjects saw a decline in performance percentages

across the categories.

****Areas of Excellence:****

1. In the academic year 2021-2022, Reading and Science were particularly strong areas. The high percentage of students approaching, meeting, and mastering these subjects indicates a solid foundation in these areas.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Improving staff capacity to provide high Tier 1 quality through instructional coaching and feedback is essential for the success of any educational institution. Teachers may struggle to provide tier-1 quality instruction due to a lack of consistent coaching and feedback. **Root Cause:** Some teachers might not be fully versed in the best practices emphasizing the value of coaching and feedback for high-quality tier 1 instruction. Effective coaching ensures alignment with curriculum goals, evident through regular observations and material reviews.

Problem of Practice 2: Special education teachers have experienced difficulties in preparing lesson plans, due to limited knowledge on the special education curriculum, as well as utilizing classroom supports such as paraprofessionals and aides. An outdated or misaligned curriculum for students with disabilities can hinder their progress. **Root Cause:** A shortage of resources, such as specialized materials, assistive technology, and support staff, can limit the SPED team's ability to provide tailored instruction and support. Ensure that the team has access to the resources they need to meet students' individualized needs. Ensure that curriculum materials and instructional resources are current, relevant, and aligned with students' IEP's.

Problem of Practice 3: Improving Pre-Kindergarten through 5th-grade reading instruction through the effective implementation of the Science of Reading involves addressing various root causes that impact literacy development. **Root Cause:** Many teachers may need more training in the Science of Reading and its evidence-based methods for effective teaching. To address this, we can offer regular coaching, feedback, and continued professional development. It's crucial that our Pre-K to 5th-grade curriculum is rooted in key Science of Reading components like phonemic awareness, phonics, vocabulary, fluency, and comprehension.

School Culture and Climate

School Culture and Climate Summary

At Osborne Elementary, we aim to create a safe, inviting environment, for all stakeholders, including students, parents, and staff. We use various communication channels, such as Class Dojo, paper flyers, and face-to-face collaboration during weekly meetings to address campus concerns like attendance and behavior.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: Based on our previous campus survey data, it is clear that our students have conveyed a sense of support from their teachers and administration. Additionally, they have expressed their enjoyment of the engaging activities that have been organized for them throughout the school year.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: This issue can be attributed to the lack of tangible interaction with parents through multimedia channels to provide essential information about these events.

Root Cause: This issue can be attributed to the lack of tangible interaction with parents through multimedia channels to provide essential information about these events.

Problem of Practice 2: As we engage in conversations with staff members in this new school year, it becomes evident that they are currently in the process of adapting to the new curriculum and the overarching expectations set by NES-A. **Root Cause:** The inconsistency in attendance can be traced back to differing work schedules and the lack of reliable transportation for parents, guardians, and community stakeholders, affecting their ability to attend consistently.

Problem of Practice 3: There is a disparity in parent representation in community meetings held at Osborne Elementary. **Root Cause:** Parents without students in early childhood grades (PK, K, 1st) are influenced by incentives to attend meetings outside of school. However, there are times when these incentives are not available, which negatively impacts attendance.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The data from Osborne Elementary School indicates fluctuations in student performance across different subjects and years, reflecting potential challenges in teacher quality and instructional methods. In the 2021-2022 academic year, 24% of students did not meet the math standards, with 37% achieving mastery. Reading performance was relatively better, with 19% not meeting the standards and 48% reaching mastery. Science showed a significant challenge, with 12% not meeting the standards and only 39% achieving mastery. The following year saw a decline in math and reading, with 42% and 36% of students not meeting the standards, respectively. Science performance also decreased, with 29% not meeting the standards. These fluctuations suggest a need for consistent and targeted support for teachers, especially in math and science, to enhance instructional strategies and improve student achievement at Osborne Elementary School.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

Osborne Elementary School had 22 teachers as of June 1, 2023. However, by October 25, 2023, 6 teachers left the campus, resulting in a 27% turnover rate. Staff attendance remains at 96%. Addressing the turnover is crucial to maintaining stability and supporting the school's teaching team.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development in a variety of areas including Teacher Evaluation Systems, NES Implementation, the LSAE Model, HISD Instructional Characteristics, Multiple Response Strategies, the Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, and Curriculum Training.

Implementation of learned strategies is systematically monitored through 10 observations per week on campus. These observations involve on-the-spot feedback as well as 1-1 sessions for more detailed feedback. Additionally, Professional Learning Communities (PLCs) are leveraged to ensure consistent implementation of strategies.

Follow-up is provided through a specialized after-school Professional Development session on Thursdays called "Demo Day," where teachers demonstrate a lesson incorporating learned strategies for the following week.

The impact on performance has been significant, showing improved instructional quality and increased engagement in both staff and students.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the

community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The strengths observed in the recruitment, retention, and professional development practices at Osborne Elementary School are as follows:

- **Gender Diversity:** The school has a balanced gender distribution among its staff, with a mix of both male and female educators. This balance can contribute to a diverse and inclusive working environment.
- **Experience Variety:** Osborne Elementary has staff members with a range of experience levels. They have teachers with less than 5 years of experience, those with 6-10 years of experience, and educators with over 11 years of experience. This variety of experience levels can foster a collaborative and learning-oriented culture, where more experienced teachers can mentor newer ones.

Based on the strengths observed at Osborne Elementary School, the school values a well-rounded and inclusive approach to professional development practices. The presence of both male and female educators indicates a commitment to diversity and gender inclusivity in their professional development efforts. Additionally, the varied levels of experience among the staff suggest that the school may have implemented professional development practices that cater to the needs of teachers at different stages of their careers. This could include mentorship programs, ongoing training, and collaborative learning opportunities. Overall, the strengths suggest that Osborne Elementary School places importance on fostering a supportive and diverse professional development environment for its staff.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: The data from Osborne Elementary School highlights inconsistent student performance across multiple subjects, including Math, Reading, and Science, during both the 2021-2022 and 2022-2023 academic years. A significant portion of students did not meet the expected standards, indicating a need for more consistent teaching methods and strategies across all subjects. **Root Cause:** The root cause for this problem could be the absence of consistent teaching strategies across different subjects. To address this issue, it's essential to ensure that teaching methods and strategies are uniform and effective across all subjects, particularly in Math, Reading, and Science.

Problem of Practice 2: Osborne Elementary School is experiencing a high teacher turnover rate of 27%, which can significantly impact the school's stability and the quality of its teaching team. **Root Cause:** The root cause for this problem could be unaddressed factors affecting teacher retention. It's essential to identify the specific reasons for teachers leaving and work on strategies to enhance teacher satisfaction and retain quality educators.

Problem of Practice 3: While staff attendance rates are at 96%, fluctuations in attendance may impact the school's consistency in providing quality education and support. **Root Cause:** The root cause of this issue may be underlying factors affecting staff attendance. Identifying these factors and implementing strategies to address them is crucial for maintaining consistent staff attendance and support for students.

Parent and Community Engagement

Parent and Community Engagement Summary

These changes and the availability of out-of-school services at little or no cost have positively impacted the overall state of the school. The community believes that solutions to various needs and issues have improved their overall well-being.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Osborne Elementary offers a wide range of resources to support students, parents, and community members in times of need. These resources include a school counselor for mental health concerns, a CIS (Communities in Schools) representative to assist with established partnerships and a wraparound resource specialist to address the physical and immediate needs for students and their families. The strong bond among faculty and staff contributes to an improved school climate.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: There is a correlation between students who receive multiple Student Assistance Forms (SAFs) and those experiencing excessive or frequent absences within a short period. **Root Cause:** These students face a disproportionate number of issues, including uniform problems, transportation challenges, and basic food and shelter needs.

Priority Problems of Practice

Problem of Practice 1: Improving staff capacity to provide high Tier 1 quality through instructional coaching and feedback is essential for the success of any educational institution. Teachers may struggle to provide tier-1 quality instruction due to a lack of consistent coaching and feedback.

Root Cause 1: Some teachers might not be fully versed in the best practices emphasizing the value of coaching and feedback for high-quality tier 1 instruction. Effective coaching ensures alignment with curriculum goals, evident through regular observations and material reviews.

Problem of Practice 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Key Actions

Revised/Approved: October 23, 2023

Key Action 1: Improve staff capacity in providing high-quality Tier 1 instruction through instructional coaching and feedback.

Strategic Priorities:

Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Drive improvement in teaching and student outcomes by enhancing teacher proficiency and leadership alignment in observations, boosting student engagement, and aiming for consistent, incremental growth across various assessments, domains, and grade levels, with specific targets set for STAAR, NWEA, CIRCLE, and TELPAS from Pre-K through 5th grade.

Indicator 1: By December 2023, 70% of teachers will receive a rating of proficient or higher on Spot Observations conducted by the building leadership team. This percentage will increase to 85% by April 2024.

Indicator 2: The alignment of leadership calibration walks will increase by 10% quarterly (12 calibrated walks each quarter), with an overall alignment rate of at least 92% by May 2024. Student engagement and participation levels will improve by 10% each quarter as measured by classroom observation data and a student perception survey administered in December 2023 and April 2024.

Indicator 3: -Increase NWEA math, reading, and science growth between the BoY-MoY by 5% and MoY-EoY by 10% in grades K through 5th grade.
-Increase language and literacy, math, and science and social studies growth in the CIRCLE assessment between the Wave 1-Wave 2 window by 5% and Wave 2-Wave 3 window by 10% in grade Pre-K.
-Increase proficiency in listening, speaking, reading, and writing domains in TELPAS by at least 5% by May 2024 in grades Pre-K through 5th grade.

Specific Action 1 Details	Reviews			
Specific Action 1: Ensure 100% of teachers and administrators are continuously engaged in professional development and collaborative practices, focusing on improving Tier 1 instruction, supporting special populations, and utilizing data-driven strategies, as reflected in activities like structured PLCs, SPOT Observation Form components, and implementing multiple-	Formative			Summative
	Feb	Mar	Apr	June

response strategies, all aimed at enhancing instructional quality and effectiveness.

School Leaders' Actions

Administrators and the Instructional Leadership Team (ILT) will provide ongoing professional development to all teachers on the five components of the SPOT Observation Form during the pre-service week, weekly PLC meetings, and through a bi-monthly Lunch and Learn initiative.

Administrators will collaborate with the ILT to facilitate weekly structured department PLCs to ensure effective internalization of unit and lesson plans, engage in lesson rehearsals, and provide feedback focusing on the five components of the SPOT observation form.

School leaders will model how to analyze campus data (campus benchmark results and student work samples) to inform instruction, and ensure that and supports are provided for special populations.

Administrators will engage in walkthrough observations (5 walkthroughs per week for 20 minutes) to monitor alignment in teacher implementation of quality Tier 1 instruction based on feedback from PLCs to determine the professional development needs teachers.

Staff Actions

100% of teachers will engage in ongoing professional development on the five components of the SPOT Observation Form during the pre-service week, weekly PLC meetings, and through a bi-monthly Lunch and Learn initiative.

100% of teachers will actively participate in structured department PLCs by effectively internalizing unit and lesson plans through annotation, lesson rehearsals, and focused feedback on the five components of the SPOT observation form.

100% of teachers will model scaffolds and support for special populations and analyze campus data (benchmark results and student work samples) to inform instruction during PLCs.

100% of teachers will model at least two multiple-response strategies (MRS) during PLC meetings and receive coaching and feedback.

100% of teachers will implement MRS every four minutes throughout the instructional block to improve high-quality Tier 1 instruction.



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 2: Improve Pre-K through 5th -grade reading instruction through effective implementation of the Science of Reading.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By April 2024, aim to elevate student performance across various assessments, such as achieving above benchmark results for 75% of Pre-K to 1st-grade students in areas like the CIRCLE and DIBELS assessments, boosting NWEA reading assessments scores in 2nd through 5th grades, and enhancing overall student achievement to meet and master levels in the STAAR reading assessments across 3rd to 5th grades, with detailed incremental goals outlined for each grade and assessment.

Indicator 1: By April 2024, 75% of Pre-K students will perform above benchmark on the three components of the CIRCLE assessment (language and literacy, math, and science and social studies).

Indicator 2: By April 2024, 75% of K through 1st-grade students will perform above benchmark on the five components of the DIBELS assessment (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Indicator 3: NWEA reading assessments from the BoY-MoY will increase by 5% and MoY-EoY will increase by 10% for 2nd through 5th grades students.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
<p>Specific Action 1: Administrators and the Instructional Leadership Team (ILT) will foster continuous professional development and research-based instructional strategies in teaching staff, focusing on foundational skills and curriculum implementation, ensuring personalized coaching, and promoting active engagement in learning and applying the Research-Based Instructional Strategies (RBIS) and the Amplify curriculum, with a goal of achieving universal alignment and high-quality Tier 1 instruction.</p> <p>School Leaders' Actions</p> <p>Administrators and the ILT will provide ongoing professional development for all teachers on the four components of RBIS during pre-service week, weekly PLC meetings, and through a bi-monthly Lunch and Learn initiative.</p> <p>Administrators and the ILT will meet bi-weekly to study and discuss texts that provide current research-based Science of Reading strategies that teachers will implement in their classrooms.</p> <p>Administrators will provide coaching and feedback to teachers regularly on the three components of foundational skills (systematic, explicit, and practice) through weekly walkthroughs (3 walkthroughs per week for 20 minutes).</p> <p>Provide teachers with training to support their understanding of the implementation of the Amplify curriculum and alignment with lesson objectives.</p>				

Administrators will monitor the implementation of TEKs to ensure LOs and DOLs are aligned with the content, context, and rigor of the Amplify curriculum.

Administrators will assess teachers' instructional capacity and create tiered coaching to support high-quality Tier 1 instruction.

Staff Actions

100% of teachers will actively engage in ongoing professional development on the four components of RBIS during the pre-service week, weekly PLC meetings, and through bi- monthly Lunch and Learn initiative.

100% of teachers will meet during PLCs (twice a month) to study and discuss texts that provide current research-based Science of Reading strategies they can implement in their classrooms.

100% of teachers will implement feedback from administrators on the three components of foundational skills (systematic, explicit, and practice) throughout the instructional block.

100% of teachers will align the Amplify curriculum directly to lesson objectives throughout the instructional block.

100% of teachers will implement the TEKs and ensure the LOs and DOLs are aligned with the content, context, and rigor of the Amplify curriculum.

Teachers identified as needing additional support will meet with administrators weekly for individual coaching and feedback on the implementation of the RBIS throughout the instructional block.

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

Key Action 3: Improve the compliance and instructional capacity of the SPED team by aligning instructional skills and systems to narrow the student achievement gap.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Focused efforts will be directed towards enhancing the educational growth and performance of Pre-K and Special Education (SPED) students by targeting improvements in key areas such as language, literacy, math, and science, utilizing assessments like CIRCLE and NWEA, and ensuring a consistent and comprehensive implementation of IEPs and SPED compliance systems, while fostering a 100% engagement of SPED teachers in professional learning communities (PLCs) and rigorous monitoring of individualized education program (IEP) goals.

Indicator 1: Increase language and literacy, math, and science and social studies growth in the CIRCLE assessment between the Wave 1-Wave 2 window by 5% and Wave 2-Wave 3 window by 10% in grade Pre-K.

Indicator 2: Increase NWEA math, reading, and science growth between the BoY-MoY by 5% and MoY-EoY by 10% for special education students in grades K-5.

Indicator 3: Increase SPED compliance in implementing the EasyIEP system, including ARDS, progress monitoring, documentation of accommodations, and successful implementation of IEP goals and objectives by 9% (increments of 3% every quarter).

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
<p>Specific Action 1: Administrators will intensively engage with the Special Education (SPED) team, ensuring a thorough and continuous review of students' Individualized Education Programs (IEPs), adherence to crucial timelines, and the implementation of precise documentation practices, coaching on effective instructional strategies and behavior management techniques, while SPED staff will partake in active professional development, lesson rehearsals, and meticulous tracking of compliance documents to foster enhanced instructional quality and student support in alignment with the district's SPED improvement plan.</p> <p>School Leaders' Actions</p> <p>Administrators will meet with the SPED team bi-weekly to monitor their efforts and ensure students' IEPs are reviewed continuously, are comprehensive and aligned with students' needs, and includes appropriate goals and accommodations.</p> <p>Administrators will ensure that various timelines for SPED processes are met by monitoring timelines for initial evaluations, re-evaluations, and development of IEPs.</p> <p>Administrators will meet with the SPED team bi-weekly to examine SPED documentation (IEP notes, progress reports, and other relevant records) for accuracy and consistency.</p> <p>School leaders will monitor the implementation of the IEPs according to the district's SPED improvement plan.</p>				

Administrators will coach and provide feedback to SPED teachers during PLCs on the effective implementation of accommodations and best instructional practices in reading and math.

Administrators will engage in one SPOT observation to monitor alignment in SPED teachers' implementation of quality Tier 1 instruction based on feedback from PLCs to determine the professional development needs teachers.

Administrators will coach teachers on effective behavior management techniques that are tailored to the needs of SPED students.

Staff Actions

100% of SPED teachers and staff will actively participate in lesson rehearsals and student work analyses once a week.

100% of teachers will actively internalize focused feedback on the five components of the SPOT observation form which will be evident in their tier-one instruction observed through two walkthroughs (weekly).

Teachers will learn and implement effective behavior management techniques that are tailored to the needs of SPED students.

Teachers will utilize a checklist to track and monitor the required SPED compliance documents according to a bi-weekly timeline.



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for 213 Osborne Elementary School

Total SCE Funds: \$618.76

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Osborne Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Addendums

Osborne ES

CSO: Khalilah Campbell
SSO: Stephen Gittens

TEA Level: ES
School Office: RISE

Overall		
	Scaled Score	Rating
2022 ACTUAL	96	A
"What-If"	99	A
Projected Change	3	No Change

Domain 1: Student Achievement		
	Scaled Score	Rating
2022 ACTUAL	77	C
"What-If"	77	C
Projected Change	0	No Change

Domain 2: School Progress			
	Higher Component (HC)	HC Scaled Score	Rating
2022 ACTUAL	Stu Gwth	98	A
"What-If"	Stu Gwth	100	A
Projected Change	No Change	2	No Change

Domain 3: Closing the Gaps		
	Scaled Score	Rating
2022 ACTUAL	90	A
"What-If"	97	A
Projected Change	7	No Change

Domain 1 Components		
STAAR	Raw Score	Scaled Score
2022 ACTUAL	50	77
"What-If"	50	77
Projected Change	0	0
CCMR		
	Raw Score	Scaled Score
2022 ACTUAL	N/A	N/A
"What-If"		
Projected Change	N/A	N/A
Graduation Rate		
	Raw Score	Scaled Score
2022 ACTUAL	N/A	N/A
"What-If"		
Projected Change	N/A	N/A

Domain 2 Components		
Student Growth	Raw Score	Scaled Score
2022 ACTUAL	96	98
"What-If"	100	100
Projected Change	4	2
Relative Performance	D1 STAAR (ES/MS) or STAAR/CCMR Avg (HS) Score	Scaled Score
2022 ACTUAL	50.0	87
"What-If"	50.0	87
Projected Change	0.0	0

Domain 3 Components			
	Total # Groups/Points	Percent Met	Points
Academic Achievement			
2022 ACTUAL	12	83	24.9
"What-If"	32	72	21.6
Projected Change	20	-11	
Growth or Grad Rate			
2022 ACTUAL	6	100	50.0
"What-If"	32	100	50.0
Projected Change	26	0	
D1 STAAR or CCMR			
2022 ACTUAL	8	100	10.0
"What-If"	16	75	7.5
Projected Change	8	-25	
English Language Proficiency (ELP)			
		% Met ELP	ELP Points
2022 ACTUAL		100	10
"What-If"		100	10.0
Projected Change		0	

A note on Domain 3: While weighted scores are higher in Domain 3 in the "What-If" ratings, Domain 3 scaling and methodology is significantly different than it was in prior years. For Domain 3, Points in 2022 were calculated after scaling, and Points in "What-If" were calculated prior to scaling. Therefore, the Points column is not comparable across analyses.

Sources: 2022 CAF; "What-If" Data File published 5/31/2023

Note: "What-If" ratings use 2022 student outcomes and the currently proposed 2022–2023 accountability cycle rules. These are not official ratings. 2022–2023 accountability ratings will be released in September 2023.

Osborne Elementary

Campus Profile

NES-A	A2	A	Shana Perry	Onica Mayers	Leon Scott
NES Status	Unit	2022 Rating	Senior ED	ED	Support ED

SCHOOL LEADERSHIP

Oluwafolakemi...

Principal

No Match

Years of Experience

0

Years on Campus

2022 ACCOUNTABILITY INFO

STAAR: Raw Score	STAAR: Scaled Score
50	77

CCMR: Raw Score	CCMR: Scaled Score
N/A	N/A

Grad Rate: Raw Score	Grad Rate: Scaled Score
N/A	N/A

Action Plan URL
Link

QUICK COUNTS

55

Total Staff

323

Count of Student Id

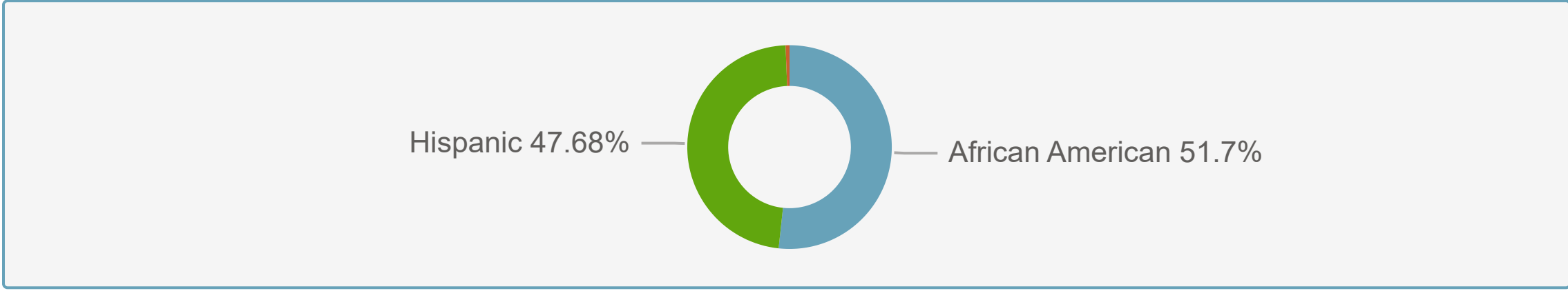
41

Full-Time Teachers

7

Av. Years Tchr. Exp.

DEMOGRAPHICS



Campus	01	02	03	04	05	K	PK
Osborne ES	44	64	40	42	32	40	61

96%

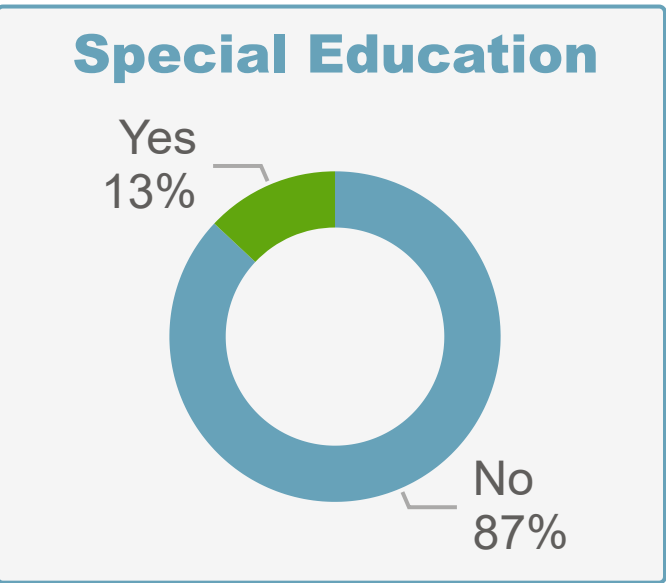
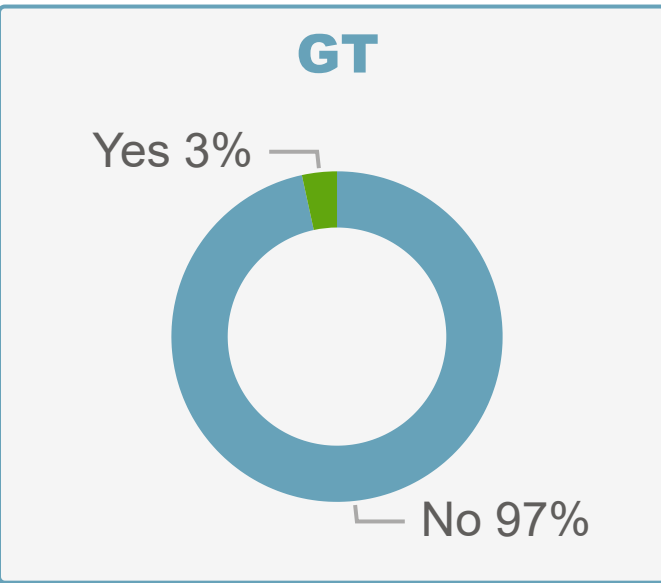
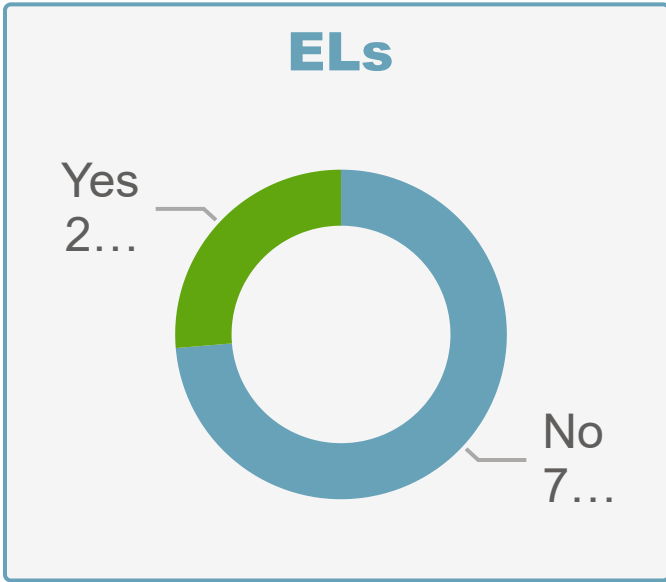
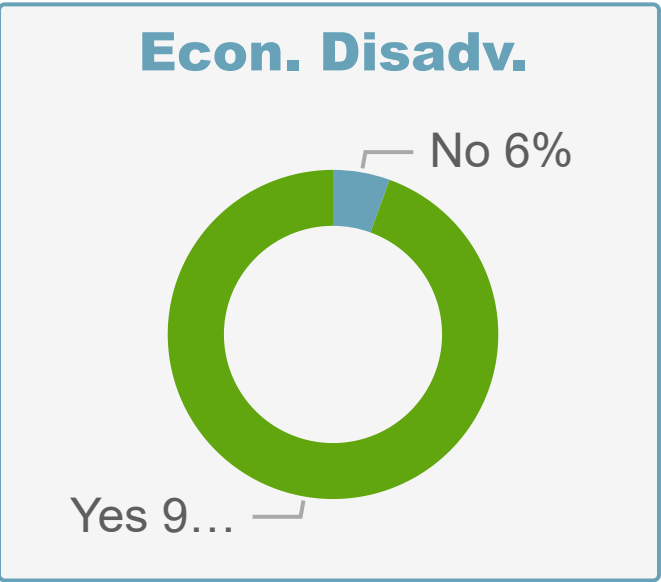
23-24 Av. Staff Att.

92%

23-24 Av. Student Att.

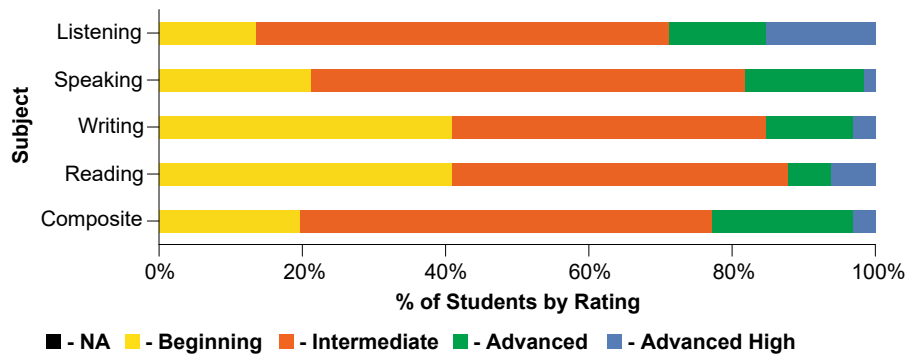
92%

22-23 Av. Student Att.



TELPAS Rating

Student's Current Grade Level:
All Grades



Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	41	8	20%	0	0		0	0	
Math	English	29	6	21%	0	0		0	0	
Literacy	Spanish	12	5	42%	0	0		0	0	
Math	Spanish	12	3	25%	0	0		0	0	

School	NWEA FALL Math (K-2) 23-24									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	18088	149.45	0	0%	3992	22.07%	3203	17.71%	3227	17.84%

Osborne Elementary (213)	78	142.32	0	0%	27	34.62%	20	25.64%	21	26.92%
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School	NWEA FALL Math (K-2) 23-24				NWEA FALL Spanish Math (K-2) 23-24					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	3546	19.6%	4120	22.78%	8553	146.02	1	0.01%	2056	24.04%

Osborne Elementary (213)	5	6.41%	5	6.41%	30	148.37	0	0%	5	16.67%
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School	NWEA FALL Spanish Math (K-2) 23-24								NWEA FALL Math (2-5) 23-24	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg SS
	#	%	#	%	#	%	#	%		
Houston ISD	1937	22.65%	1871	21.88%	1735	20.29%	953	11.14%	48022	189.45

Osborne Elementary (213)	8	26.67%	7	23.33%	6	20%	4	13.33%	155	181.47
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School	NWEA FALL Math (2-5) 23-24									
	Overall									
	Not Assigned		Low		LoAverage		Average		HiAverage	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	14254	29.68%	8706	18.13%	7778	16.2%	8842	18.41%

Osborne Elementary (213)	0	0%	53	34.19%	40	25.81%	34	21.94%	18	11.61%
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School	NWEA FALL Math (2-5) 23-24		NWEA FALL Math (2-5) 23-24 (Screen Reader Compatible)							
	Overall		Overall							
	High		# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%			#	%	#	%	#	%
Houston ISD	8442	17.58%	434	178.52	0	0%	205	47.24%	78	17.97%

Osborne Elementary (213)	10	6.45%		3	177.33	0	0%	0	0%	2	66.67%
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School	NWEA FALL Math (2-5) 23-24 (Screen Reader Compatible)						NWEA FALL Spanish Math (2-5) 23-24			
	Overall						Overall			
	Average		HiAverage		High		# Tested	Avg SS	Not Assigned	
	#	%	#	%	#	%			#	%
Houston ISD	66	15.21%	52	11.98%	33	7.6%	6627	178.81	0	0%

Osborne Elementary (213)	1	33.33%	0	0%	0	0%	29	168.9	0	0%
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School	NWEA FALL Spanish Math (2-5) 23-24									
	Overall									
	Low		LoAverage		Average		HiAverage		High	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	1940	29.27%	1503	22.68%	1411	21.29%	1190	17.96%	583	8.8%
Osborne Elementary (213)	8	27.59%	6	20.69%	8	27.59%	6	20.69%	1	3.45%

School	NWEA FALL Spanish Math (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	47	179.72	0	0%	11	23.4%	10	21.28%	15	31.91%
Osborne Elementary (213)	0	0	0	0%	0	0%	0	0%	0	0%

School	NWEA FALL Spanish Math (2-5) 23-24 (Screen Reader Compatible)					NWEA FALL Reading (2-5) 23-24					
	Overall					Overall					
	HiAverage			High		# Tested	Avg SS	Not Assigned		Low	
	#	%		#	%			#	%	#	%
Houston ISD	9	19.15%		2	4.26%	52490	184.56	0	0%	17559	33.45%
Osborne Elementary (213)	0	0%		0	0%	156	179.9	0	0%	55	35.26%

School	NWEA FALL Reading (2-5) 23-24								NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg SS
	#	%	#	%	#	%	#	%		
Houston ISD	8129	15.49%	8348	15.9%	8811	16.79%	9643	18.37%	337	174.5

Osborne Elementary (213)	26	16.67%	34	21.79%	25	16.03%	16	10.26%	0	0
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School	NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	Not Assigned		Low		LoAverage		Average		HiAverage	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	146	43.32%	63	18.69%	45	13.35%	38	11.28%

Osborne Elementary (213)	0	0%	0	0%	0	0%	0	0%	0	0%
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School	NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)			NWEA FALL Spanish Reading (2-5) 23-24							
	Overall			Overall							
	High			# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%				#	%	#	%	#	%
Houston ISD	45	13.35%		13471	181.33	0	0%	2552	18.94%	3013	22.37%

Osborne Elementary (213)	0	0%			29	166.76	0	0%	3	10.34%	10	34.48%
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School	NWEA FALL Spanish Reading (2-5) 23-24						NWEA FALL Spanish Reading (2-5) 23-24 (Screen Reader Compatible)			
	Overall						Overall			
	Average		HiAverage		High		# Tested	Avg SS	Not Assigned	
	#	%	#	%	#	%			#	%
Houston ISD	2443	18.14%	2799	20.78%	2664	19.78%	94	183.56	0	0%

Osborne Elementary (213)	9	31.03%	5	17.24%	2	6.9%	0	0	0	0%
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School	NWEA FALL Spanish Reading (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	Low		LoAverage		Average		HiAverage		High	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	20	21.28%	9	9.57%	13	13.83%	25	26.6%	27	28.72%

Osborne Elementary (213)	0	0%	0	0%	0	0%	0	0%	0	0%
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School	NWEA FALL Science (2-5) 23-24									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	53079	186.91	2	0%	16005	30.15%	8752	16.49%	8388	15.8%

Osborne Elementary (213)	155	185.05	0	0%	37	23.87%	37	23.87%	27	17.42%
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School	NWEA FALL Science (2-5) 23-24				NWEA FALL Science (2-5) 23-24 (Screen Reader Compatible)					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	9016	16.99%	10916	20.57%	449	177.45	0	0%	187	41.65%
Osborne Elementary (213)	32	20.65%	22	14.19%	0	0	0	0%	0	0%

School	NWEA FALL Science (2-5) 23-24 (Screen Reader Compatible)								23-24 HISD Current Students	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg RS
	#	%	#	%	#	%	#	%		
Houston ISD	84	18.71%	60	13.36%	52	11.58%	66	14.7%	183130	1
Osborne Elementary (213)	0	0%	0	0%	0	0%	0	0%	322	1

Kindergarten

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	10787	303.52	0	0%	4612	42.76%	1711	15.86%	1638	15.18%
Osborne Elementary (213)	39	289.23	0	0%	16	41.03%	14	35.9%	3	7.69%

School	mCLASS DIBELS BOY 23-24									
	Composite			Letter Names - LNF						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	2826	26.2%	53	10784	21.46	0	0%	4840	44.88%	1575
Osborne Elementary (213)	6	15.38%	51	39	17	0	0%	20	51.28%	11

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF						Phonemic Awareness - PSF			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	14.6%	4369	40.51%	0	0%	51	10785	6.48	0	0%
Osborne Elementary	28.21%	8	20.51%	0	0%	48	39	5.67	0	0%

School	mCLASS DIBELS BOY 23-24								
	Letter Names - LNF						Phonemic Awareness - PSF		
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined
	%	#	%	#	%	#			# %

(213)

School	mCLASS DIBELS BOY 23-24									
	Phonemic Awareness - PSF								Letter Sounds NWF-CLS	
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	

Houston ISD	3690	34.21%	2504	23.22%	3003	27.84%	1587	14.71%	45	7173
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Osborne Elementary (213)	10	25.64%	9	23.08%	18	46.15%	2	5.13%	50	30
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School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS									
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark
		#	%	#	%	#	%	#	%	#

Houston ISD	21.76	0	0%	5590	77.93%	1263	17.61%	2135	29.76%	1796
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Osborne Elementary (213)	16.13	0	0%	20	66.67%	5	16.67%	11	36.67%	3
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School	mCLASS DIBELS BOY 23-24											
	Letter Sounds NWF-CLS				Decoding NWF-WRC							
	Above Benchmark		Avg Percentile		# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%		#				#	%	#	%	#	%
Houston ISD	25.04%		56		7173	1.95	0	0%	0	0%	8951	124.79%
Osborne Elementary (213)	10%		46		30	0.6	0	0%	0	0%	33	110%

School	mCLASS DIBELS BOY 23-24										
	Decoding NWF-WRC					Word Reading - WRF					
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark	
	#	%	#	%	#			#	%	#	
Houston ISD	1833	25.55%	0	0%	23	7161	5.6	0	0%	0	
Osborne Elementary (213)	6	20%	0	0%	17	30	2.4	0	0%	0	

School	mCLASS DIBELS BOY 23-24											
	Word Reading - WRF								Vocabulary			
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	
	%		#	%	#	%	#	%	#			
Houston ISD	0%		7780		108.64%	3004	41.95%	0	0%	36	372	13.21
Osborne Elementary (213)	0%		27		90%	12	40%	0	0%	33	0	0

School	mCLASS DIBELS BOY 23-24									
	Vocabulary						RAN			
	Well Below Benchmark		Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark	
	#	%	#	%	#	%			#	%
Houston ISD	155	41.67%	78	20.97%	139	37.37%	312	97.91	67	21.47%
Osborne Elementary (213)	0	0%	0	0%	0	0%	0	0	0	0%

School	mCLASS DIBELS BOY 23-24									
	RAN				Lexile	Risk Indicator Level				
	Below Benchmark		At or Above Benchmark		# Tested	# Tested	At Risk		Low Risk	
	#	%	#	%			#	%	#	%
Houston ISD	33	10.58%	212	67.95%	10787	298	33	11.07%	265	88.93%
Osborne Elementary (213)	0	0%	0	0%	39	0	0	0%	0	0%

Grade 1

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	11895	332.39	0	0%	5389	45.3%	1664	13.99%	2549	21.43%
Osborne Elementary (213)	42	314.83	0	0%	27	64.29%	8	19.05%	6	14.29%

School	mCLASS DIBELS BOY 23-24									
	Composite			Letter Names - LNF						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	2296	19.3%	45	11896	33.19	0	0%	5599	47.07%	1861
Osborne Elementary (213)	1	2.38%	25	42	19.86	0	0%	29	69.05%	8

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF						Phonemic Awareness - PSF			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	15.64%	4438	37.31%	0	0%	42	11897	18.51	0	0%
Osborne Elementary (213)	19.05%	5	11.9%	0	0%	24	42	7.98	0	0%

School	mCLASS DIBELS BOY 23-24								
	Letter Names - LNF						Phonemic Awareness - PSF		
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined
	%	#	%	#	%	#			# %

School	mCLASS DIBELS BOY 23-24									
	Phonemic Awareness - PSF								Letter Sounds NWF-CLS	
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	

Houston ISD **6376** **53.59%** **2793** **23.48%** **2246** **18.88%** **483** **4.06%** **35** **11895**

Osborne Elementary (213) 33 78.57% 5 11.9% 4 9.52% 0 0% 15 42

School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS									
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark
		#	%	#	%	#	%	#	%	#

Houston ISD **29.91** **0** **0%** **6314** **53.08%** **1007** **8.47%** **2430** **20.43%** **2147**

Osborne Elementary (213) 21.26 0 0% 33 78.57% 0 0% 7 16.67% 2

School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS				Decoding NWF-WRC					
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%	#			#	%	#	%	#	%
Houston ISD	18.05%	43	11895	6.16	0	0%	5362	45.08%	2028	17.05%
Osborne Elementary (213)	4.76%	24	42	2.45	0	0%	24	57.14%	9	21.43%

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC					Word Reading - WRF				
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark
	#	%	#	%	#			#	%	#
Houston ISD	2882	24.23%	1626	13.67%	36	11896	14.75	0	0%	5338
Osborne Elementary (213)	9	21.43%	0	0%	24	42	6.17	0	0%	31

School	mCLASS DIBELS BOY 23-24										
	Word Reading - WRF								Reading Accuracy ORF-Accu		
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS
	%		#	%	#	%	#	%	#		
Houston ISD	44.87%		1370	11.52%	2251	18.92%	2939	24.71%	47	10326	52.54
Osborne Elementary (213)	73.81%		3	7.14%	6	14.29%	2	4.76%	28	32	32.41

School	mCLASS DIBELS BOY 23-24									
	Reading Accuracy ORF-Accu									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	5782	55.99%	1545	14.96%	4246	41.12%	325	3.15%
Osborne Elementary (213)	0	0%	32	100%	0	0%	9	28.13%	1	3.13%

School	mCLASS DIBELS BOY 23-24										
	Reading Accuracy ORF-Accu		Reading Fluency - ORF								
	Avg Percentile		# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark
	#				#	%	#	%	#	%	#
Houston ISD	50		10326	23.15	0	0%	5331	51.63%	1351	13.08%	2727
Osborne Elementary (213)	31		32	9.34	0	0%	29	90.63%	3	9.38%	9

School	mCLASS DIBELS BOY 23-24									
	Reading Fluency - ORF				Error Rate - ORF		Vocabulary			
	At Benchmark	Above Benchmark		Avg Percentile	# Tested	Avg SS	# Tested	Avg SS	Well Below Benchmark	
	%	#	%	#					#	%
Houston ISD	26.41%	2489	24.1%	48	10326	7.02	1001	17.18	433	43.26%
Osborne Elementary (213)	28.13%	1	3.13%	29	32	8.69	39	14.97	24	61.54%

School	mCLASS DIBELS BOY 23-24									
	Vocabulary				RAN					
	Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark		Below Benchmark	
	#	%	#	%			#	%	#	%
Houston ISD	165	16.48%	403	40.26%	773	67.23	238	30.79%	129	16.69%
Osborne Elementary (213)	6	15.38%	9	23.08%	34	80.26	16	47.06%	7	20.59%

School	mCLASS DIBELS BOY 23-24									
	RAN		Lexile	Spelling						
	At or Above Benchmark		# Tested	# Tested	Avg SS	Well Below Benchmark		Below Benchmark		At or Above Benchmark
	#	%				#	%	#	%	#
Houston ISD	406	52.52%	11898	906	25.6	407	44.92%	91	10.04%	408
Osborne Elementary (213)	11	32.35%	42	37	16.86	25	67.57%	5	13.51%	7

School	mCLASS DIBELS BOY 23-24									
	Spelling				Risk Indicator Level					
	At or Above Benchmark				# Tested	At Risk		Low Risk		
	%					#	%	#	%	
Houston ISD	45.03%				846	287	33.92%	559	66.08%	
Osborne Elementary (213)	18.92%				37	21	56.76%	16	43.24%	

Kindergarten

School	mCLASS Lectura BOY 23-24					
	Composite					
	# Tested	Avg SS	Not Determined		Well Below Benchmark	
			#	%	#	%
Houston ISD	4366	299.33	0	0%	840	19.24%
Osborne Elementary (213)	14	300.5	0	0%	2	14.29%

School	mCLASS Lectura BOY 23-24									
	Composite							Nombrar letras - FNL		
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined
	#	%	#	%	#	%	#			#
Houston ISD	500	11.45%	1823	41.75%	1203	27.55%	51	4366	15.17	0
Osborne Elementary (213)	0	0%	8	57.14%	4	28.57%	55	14	13.79	0

School	mCLASS Lectura BOY 23-24										
	Nombrar letras - FNL										
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile
	%	#	%	#	%	#	%	#	%	#	#
Houston ISD	0%	925	21.19%	467	10.7%	1633	37.4%	1341	30.71%	51	
Osborne Elementary (213)	0%	1	7.14%	2	14.29%	7	50%	4	28.57%	50	

School	mCLASS Lectura BOY 23-24										
	Nombrar letras - FNL										
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile
	%	#	%	#	%	#	%	#	%	#	

School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - FSS									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%

Houston ISD	4366	19.63	0	0%	1600	36.65%	902	20.66%	1340	30.69%
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Osborne Elementary (213)	14	20.71	0	0%	2	14.29%	4	28.57%	8	57.14%
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School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - FSS			Conciencia fonologica - QQ						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#

Houston ISD	524	12%	53	779	2.46	779	100%	0	0%	0
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Osborne Elementary (213)	0	0%	57	0	0	0	0%	0	0%	0
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School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - QQ						Sonidos de letras - FSL			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	0%	0	0%	0	0%	65	4366	12.05	0	0%
Osborne Elementary (213)	0%	0	0%	0	0%	0	14	12.86	0	0%

School	mCLASS Lectura BOY 23-24									
	Sonidos de letras - FSL								Sonidos de letras FSL K-Inicio	
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	
Houston ISD	1248	28.58%	381	8.73%	1784	40.86%	953	21.83%	53	761
Osborne Elementary (213)	3	21.43%	0	0%	8	57.14%	3	21.43%	59	0

School	mCLASS Lectura BOY 23-24										
	Sonidos de letras FSL K-Inicio						Decodificacion - LSS				
	Avg SS	Avg Percentile		No Pass		Pass		# Tested	Avg SS	Not Determined	
		#		#	%	#	%			#	%
Houston ISD	16.14	164		21.55%	597	78.45%	58	4366	3.55	0	0%
Osborne Elementary (213)	0	0		0%	0	0%	0	14	3.64	0	0%

School	mCLASS Lectura BOY 23-24									
	Decodificacion - LSS									Lectura de palabras - FEP
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	
Houston ISD	0	0%	2930	67.11%	554	12.69%	882	20.2%	68	1562
Osborne Elementary (213)	0	0%	6	42.86%	4	28.57%	4	28.57%	72	8

School	mCLASS Lectura BOY 23-24									
	Lectura de palabras - FEP									
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark
		#	%	#	%	#	%	#	%	#
Houston ISD	6.04	0	0%	0	0%	3327	213%	302	19.33%	737
Osborne Elementary (213)	5.63	0	0%	0	0%	6	75%	1	12.5%	7

School	mCLASS Lectura BOY 23-24						
	Lectura de palabras - FEP		Risk Indicator Level				
	Above Benchmark	Avg Percentile	# Tested	At Risk		Low Risk	
	%	#		#	%	#	%
Houston ISD	47.18%	52	4366	547	12.53%	3819	87.47%
Osborne Elementary (213)	87.5%	64	14	1	7.14%	13	92.86%

Grade 1

School	mCLASS Lectura BOY 23-24			
	Composite			
	# Tested	Avg SS	Not Determined	
			#	

Houston ISD	4744	358.52	0
Osborne Elementary (213)	17	324.41	0

School	mCLASS Lectura BOY 23-24										
	Composite										
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile
	%	#	%	#	%	#	%	#	%	#	

Houston ISD	0%	2004	42.24%	331	6.98%	1503	31.68%	906	19.1%	48
Osborne Elementary (213)	0%	14	82.35%	1	5.88%	1	5.88%	1	5.88%	24

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%

Houston ISD	4744	27.12	0	0%	1771	37.33%	372	7.84%	1723	36.32%
Osborne Elementary (213)	17	15.88	0	0%	17	100%	0	0%	0	0%

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL			Conciencia fonologica - FSS						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#

Houston ISD	878	18.51%	48		4744	28.05	0	0%	1951	41.13%	609
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Osborne Elementary (213)	0	0%	22		17	0.29	0	0%	17	100%	0
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School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - FSS						Conciencia fonologica - QQ			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%

Houston ISD	12.84%	1660	34.99%		524	11.05%	50		702	2.12	702	100%
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Osborne Elementary (213)	0%	0	0%		0	0%	7		0	0	0	0%
--------------------------	----	---	----	--	---	----	---	--	---	---	---	----

School	mCLASS Lectura BOY 23-24										
	Conciencia fonologica - QQ									Sonidos de letras - FSL	
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	
	#	%	#	%	#	%	#	%	#		
Houston ISD	0	0%	0	0%	0	0%	0	0%	68	4744	
Osborne Elementary (213)	0	0%	0	0%	0	0%	0	0%	0	17	

School	mCLASS Lectura BOY 23-24										
	Sonidos de letras - FSL										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	23.31	0	0%	2114	44.56%	547	11.53%	1482	31.24%	601	
Osborne Elementary (213)	11.88	0	0%	15	88.24%	2	11.76%	0	0%	0	

School	mCLASS Lectura BOY 23-24												
	Sonidos de letras - FSL				Sonidos de letras FSL K-Inicio						Decodificacion - LSS		
	Above Benchmark		Avg Percentile		# Tested	Avg SS	Avg Percentile		No Pass		Pass		# Tested
	%		#				#		#	%	#	%	
Houston ISD	12.67%		49		477	18.75	151		31.66%	326	68.34%	61	4744
Osborne Elementary (213)	0%		23		0	0	0		0%	0	0%	0	17

School	mCLASS Lectura BOY 23-24										
	Decodificacion - LSS										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	16.64	0	0%	2086	43.97%	299	6.3%	1448	30.52%	911	
Osborne Elementary (213)	5.94	0	0%	14	82.35%	1	5.88%	2	11.76%	0	

School	mCLASS Lectura BOY 23-24												
	Decodificacion - LSS				Lectura de palabras - FEP								
	Above Benchmark		Avg Percentile		# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		
	%		#				#	%	#	%	#	%	
Houston ISD	19.2%		50		4744	12.81	0	0%	2093	44.12%		234	4.93%
Osborne Elementary (213)	0%		31		17	4.41	0	0%	14	82.35%		0	0%

School	mCLASS Lectura BOY 23-24										
	Lectura de palabras - FEP					Fluidez en la lectura - FLO					
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark	
	#	%	#	%	#			#	%	#	
Houston ISD	1367	28.82%	1050	22.13%	51	2600	26.86	0	0%	2369	
Osborne Elementary (213)	2	11.76%	1	5.88%	36	3	49.33	0	0%	14	

School	mCLASS Lectura BOY 23-24									
	Fluidez en la lectura - FLO								Precision en la lectura FLO-Prec	
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS
	%	#	%	#	%	#	%	#		
Houston ISD	91.12%	127	4.88%	1102	42.38%	1146	44.08%	49	2600	82.56
Osborne Elementary (213)	466.67%	0	0%	1	33.33%	2	66.67%	76	3	94.67

School	mCLASS Lectura BOY 23-24									
	Precision en la lectura FLO-Prec									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	2312	88.92%	171	6.58%	2261	86.96%	0	0%
Osborne Elementary (213)	0	0%	14	466.67%	0	0%	3	100%	0	0%

School	mCLASS Lectura BOY 23-24										
	Precision en la lectura FLO-Prec		Comprension basica - CP								
	Avg Percentile		# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark
	#				#	%	#	%	#	%	#
Houston ISD	52		547	0.87	547	100%	0	0%	0	0%	0
Osborne Elementary (213)	67		0	0	0	0%	0	0%	0	0%	0

School	mCLASS Lectura BOY 23-24									
	Comprension basica - CP				Correct Responses - CP		Incorrect Responses - CP		Risk Indicator Level	
	At Benchmark	Above Benchmark		Avg Percentile	# Tested	Avg RS	# Tested	Avg RS	# Tested	At Risk
	%	#	%	#						#
Houston ISD	0%	0	0%	72	547	4.2	547	11.48	4744	1335
Osborne Elementary (213)	0%	0	0%	0	0	0	0	0	17	14

School	mCLASS Lectura BOY 23-24		
	Risk Indicator Level		
	At Risk		Low Risk
	%	#	%
Houston ISD	28.14%	3409	71.86%
Osborne Elementary (213)	82.35%	3	17.65%

Incident Management

Incident Counts by Behavior

Date Range

Prior School Year

8/22/2022 to 5/31/2023

Incident Element

Behavior

1

04 - Marihuana or Other Controlled Substance^

1

GG21 - BB/air/pellet gun/rifle; stun gun

1

14 - Prohibited Weapons^

STAAR 2-Year Comparison Performance Results by Subject

*Source: A4E (8/15/23)

School Name	School ID	Year	Subject	# of Students	Did Not Meet (% of Students)	Approaches (% of Students)	Meets (% of Students)	Masters (% of Students)
Osborne Elementary	213	2021-2022	Math	106	24%	76%	37%	15%
Osborne Elementary	213	2021-2022	Reading	106	19%	81%	48%	20%
Osborne Elementary	213	2021-2022	Science	33	12%	88%	39%	27%
Osborne Elementary	213	2022-2023	Math	118	42%	58%	25%	6%
Osborne Elementary	213	2022-2023	Reading	118	36%	64%	21%	3%
Osborne Elementary	213	2022-2023	Science	41	29%	71%	29%	7%



Osborne Elementary

Grades 3-5
Spring 2023



Summary

Topic Description	Results	Comparison
Classroom Climate Perceptions of the overall social and learning climate of the classroom.	62% ▼ 3 since last survey	65% RISE 66% Houston ISD
Classroom Rigorous Expectations How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.	69% 0 since last survey	71% RISE 71% Houston ISD
Classroom Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	64% 0 since last survey	71% RISE 72% Houston ISD
Pedagogical Effectiveness Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.	73% ▼ 1 since last survey	77% RISE 77% Houston ISD

217 responses

Classroom Climate

Your average

62%

217 responses

Change

▼ **3**

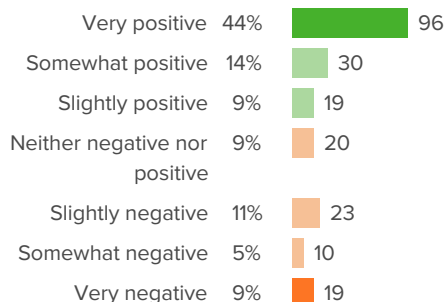
since last survey

School Office average: **65%** RISE

District average: **66%** Houston ISD

How did people respond?

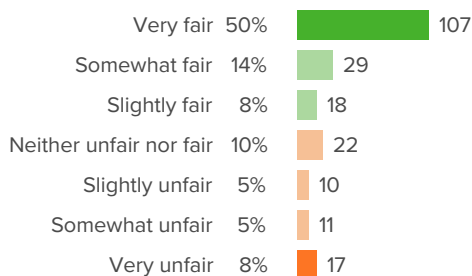
Q.1: How positive or negative is the energy of this class?



▼ **8** from last survey

Favorable: **67%**

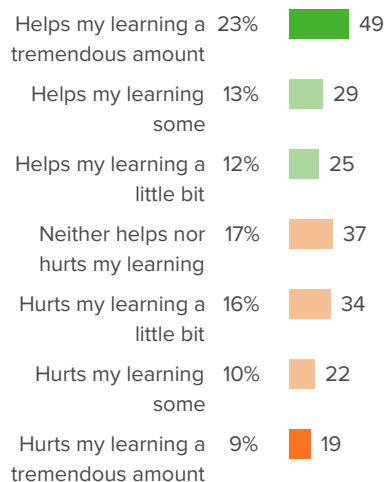
Q.2: How fair or unfair are the rules in this class?



▼ **1** from last survey

Favorable: **72%**

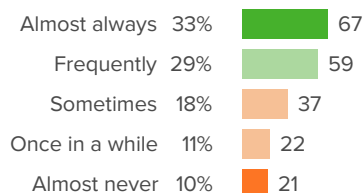
Q.3: In this class, how much does the behavior of other students hurt or help your learning?



▼ **4** from last survey

Favorable: **48%**

Q.4: How often does your teacher seem excited to be teaching your class?



▲ **2** from last survey

Favorable: **61%**



Classroom Rigorous Expectations

Your average

69%

217 responses

Change

0

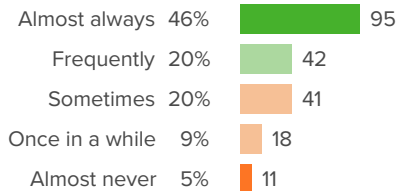
since last survey

School Office average: **71%** RISE

District average: **71%** Houston ISD

How did people respond?

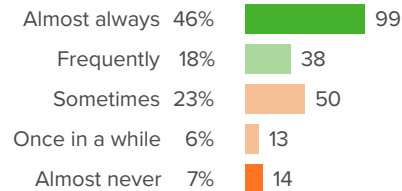
Q.1: How often does this teacher take time to make sure you understand the material?



▼ **1** from last survey

Favorable: **66%**

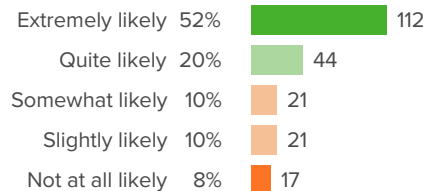
Q.2: How often does this teacher make you explain your answers?



▼ **2** from last survey

Favorable: **64%**

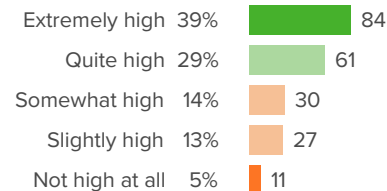
Q.3: When you feel like giving up, how likely is it that this teacher will make you keep trying?



▲ **2** from last survey

Favorable: **73%**

Q.4: Overall, how high are this teacher's expectations of you?

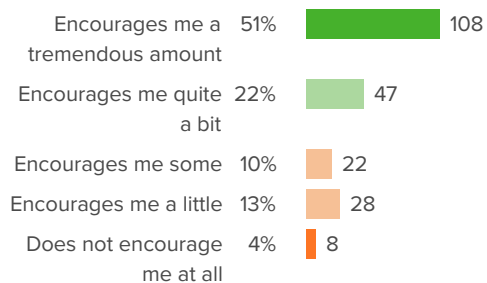


▼ **5** from last survey

Favorable: **68%**



Q.5: How much does this teacher encourage you to do your best?



▲ 4 from last survey

Favorable: **73%**

Classroom Teacher-Student Relationships

Your average

64%

217 responses

Change

0

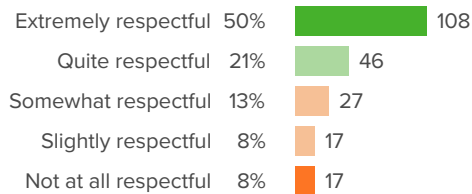
since last survey

School Office average: **71%** RISE

District average: **72%** Houston ISD

How did people respond?

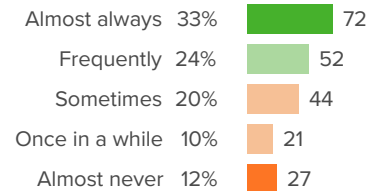
Q.1: How respectful is this teacher towards you?



▼ 3 from last survey

Favorable: **72%**

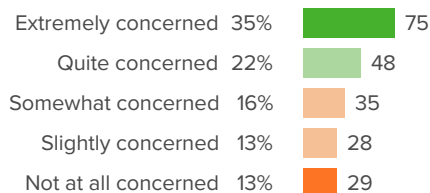
Q.2: When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer?



▲ 2 from last survey

Favorable: **57%**

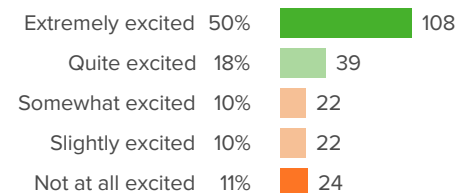
Q.3: If you walked into class upset, how concerned would your teacher be?



▲ 0 from last survey

Favorable: **57%**

Q.4: How excited would you be to have this teacher again?



▼ 1 from last survey

Favorable: **68%**

Pedagogical Effectiveness

Your average

73%

217 responses

Change

▼ **1**

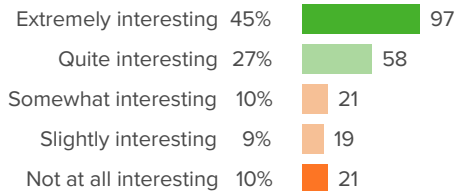
since last survey

School Office average: **77%** RISE

District average: **77%** Houston ISD

How did people respond?

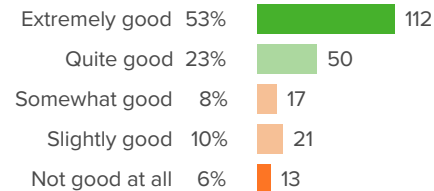
Q.1: How interesting does this teacher make what you are learning in class?



▼ **1** from last survey

Favorable: **72%**

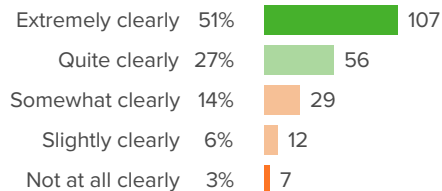
Q.2: During class, how good is this teacher at making sure students do not get out of control?



▲ **1** from last survey

Favorable: **76%**

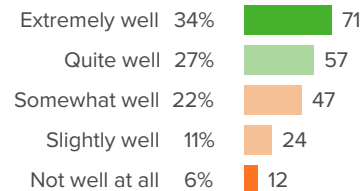
Q.3: How clearly does this teacher present the information that you need to learn?



▼ **3** from last survey

Favorable: **77%**

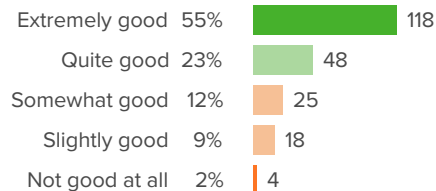
Q.4: How well can this teacher tell whether or not you understand a topic?



▼ **7** from last survey

Favorable: **61%**

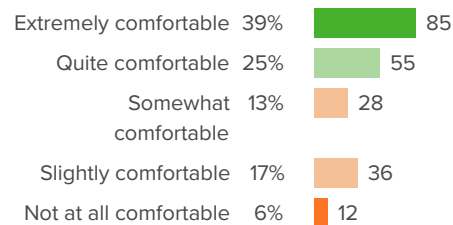
Q.5: How good is this teacher at teaching in the way that you learn best?



▲ **3** from last survey

Favorable: **78%**

Q.6: How comfortable are you asking this teacher questions about what you are learning in his/her class?

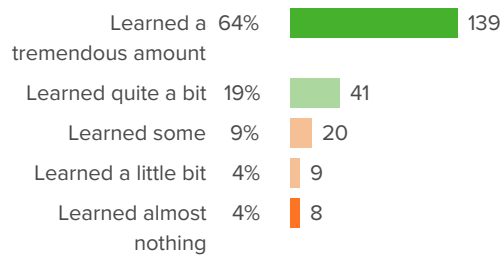


▲ **5** from last survey

Favorable: **65%**



Q.7: How much have you learned from this teacher?



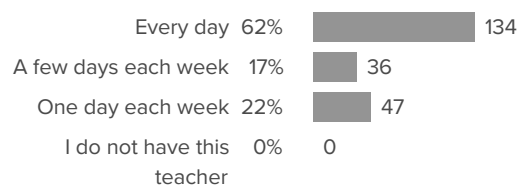
▼ 1 from last survey

Favorable: **83%**

Teacher Confirmation

How did people respond? _____

Q.1: How often do you have class with this teacher?





800 Ringold Street
Houston, TX 77088

Osborne Elementary School

Dr. Fola Dimandja, Principal
Kershunda Moore-Shelby, Assistant Principal
Tina Tillmon, Assistant Principal



281-405-2525 (Phone)
281-405-2529 (Fax)









SDMC Meeting Minutes

September 26, 2023




4:00pm – 5:00pm

Via TEAMS

Members Present:

-  Ms. Govea
-  Ms. Lemon
-  Ms. Morales
-  Mr. Wilson
-  Ms. Perla Rangel
-  Ms. Kelly
-  Ms. Hollie
-  Mr. Turknett





Agenda:

-  LEAD PowerPoint for Principal Evaluation
-  Questions/Concerns
-  Closing

Minutes:


LEAD PowerPoint for Principal Evaluation

Dr. D opened with the purpose behind Leader Effectiveness. There are four effectiveness areas and congruence measures, support growth, and the development of principals. Dr. D explained the area of the principal evaluation.


-  Quality of Instruction (30%)
-  Action Plan (15%)
-  Student Achievement (35%)
-  Special Education (20%)

The schedule of walkthroughs was also presented.

Questions/Concerns:

-  Mrs. Hollie posed the question of if the district curriculum is aligned adequately across, how can we assess effectively?

Closing:

-  SDMC members used a link provided by Dr. D and completed the district survey.



800 Ringold Street
Houston, TX 77088

Osborne Elementary School

Dr. Fola Dimandja, Principal
Kershunda Moore-Shelby, Assistant Principal
Tina Tillmon, Assistant Principal



281-405-2525 (Phone)
281-405-2529 (Fax)

SDMC Agenda

September 26, 2023

4:15pm

- LEAD-PowerPoint
- Questions/Concerns
- Closing

OSBORNE ELEMENTARY

MEET THE TEACHER

BACK 2 SCHOOL

AUG.
25TH

2023

COME MEET YOUR CHILD'S TEACHER
AND BRING IN THEIR SCHOOL
SUPPLIES

1PM - 2:30PM

WE CAN'T WAIT TO MEET OUR
LITTLE OWLS! THIS YEAR WILL BE EPIC!



Happy Grandparents Day



***You are invited to join us for Grandparents Day
at Osborne Elementary. You are welcome to
bring your own lunch or you can purchase a
school lunch for \$5.***

A copy of the lunch schedule is attached to this paper.

****Please note that there will no combined lunches for
siblings with different lunch times.****

When: September 7, 2023

Time: 10:15 AM to 12:45 PM

**If you would like to submit a photo of your grandchild and you to be displayed
at the luncheon, please email it to: smwhite@cis-houston.org**

①

Osborne Elementary School

Grandparents Luncheon – SIGN IN

2023-2024

9/17/23

Grade PreK

Grandparent Luncheon

DATE/FECHA	PRINT NAME/NOMBRE	STUDENT NAME	TIME / HORA	PURPOSE OF VISIT
PreK	Felicia Singleton	Khye McCutcheon	10:01	Lunch
PreK	Elvora Keys Byrd	Sincere Keys	10:02	lunch
PreK	Stephanie Bailey	Kyng Garrett	10:11	"
PreK	Doris Bailey	Kyng Garrett	10:11	"
PreK	David Dixon	Kyng Garrett	10:11	"
PreK	Ruby Spiller	whip	10:11	"
PreK	Dulce m. Vega Chavez	Eduardo Ryo Vega	10:11	lunch
PreK	Zulema Vega Chavez	Carlos Garcia Vega	10:12	lunch.
PreK	Ueki Walker	Desmond Anderson	10:14	"
PreK	Judy Hunter	Desmond Anderson	"	"
PreK	Frodelte Hunter	Desmond Anderson	"	"
PreK	Stefany Garcia	Scarlett Villarreal	10:15	"
PreK	Lahia Reese	Connor Reese	10:15	"
PreK	Josefa Hernandez	Aalia Hernandez	:	lunch

(2)

Osborne Elementary School

Grandparents Luncheon – SIGN IN

2023-2024

Grandparent Luncheon

DATE/FECHA	PRINT NAME/NOMBRE	STUDENT NAME	TIME / HORA	PURPOSE OF VISIT
PreK	Sarah Harris	Triplets, Deavon	:	"
PreK	Emily Harris	Triplets, Deavon	:	"
PreK	CHARLES BRODIE	JADA B	:	"
PreK	Milesha Davis	Payton Maxwell	:	"
PreK	Richy Davis	Prince Maxwell	:	"
PreK	Earl Toppins	Brooklyn Toppins	:	"
PreK	Sherry Williams	Aiden Myers-Turner	:	"
PreK	Khonda Vaughns	Kayden Lee	:	"
PreK	Jean. Garcia	Aalia Arreola	:	"
PreK	Beverly Jiles	Jayda Brickley	:	"
PreK	Carolyn Smithers	Ke'Manyea Smithers	:	"
8/7/23	Ashley Castillo	Kennia Orellana	10:35	P-K. "
8/7/23	Ma. Teresa Quick	Arianna Bouilla	:	"
8/7/23	Carlos Vicente Lineros	Dylan Bartolo	10:35	"

Osborne Elementary School
Grandparents Luncheon – SIGN IN
2023-2024

Griddle

DATE/FECHA	PRINT NAME/NOMBRE	STUDENT NAME	TIME / HORA	PURPOSE OF VISIT
08/07/2023	Mireya Torres	Arantza Castro	10:30	1 st
08/07/2023	edgar castro	Arantza castro	10:30	1 st
08-07-2023	Judith Escobar	Dilcia Molina	10:30	1
8-7-23	Sarah Puente	Juliette Puente	10:30	1 st
8-7-23	Patsicia Castaneda	Juliette Puente	10:30	1 st
	Stephanie Hedges	Hakeem Thomas	10:30	1
9-7-23	Irma Anastacio	Abril Guadalupe	10:30	1
	Luz M. Gonzalez	Amarany Andrade	:	1 st
9-7-23	Vindiana Alvarez	Matteo Rodriguez	10:30	1 ^o
	Vindiana Alvarez	Gloria Rodriguez	10:30	3 ^o
9-7-23	BREDA JONES	LOGAN JONES	:	K
	Keosha Scott	Aubree Hicks	:	Hinder
	Eve Holloway	Terriana Ros	:	4 th
	Charles Rodriguez	Anthony Rodriguez	11:15	Grandpa

2023-2024

[illegible]


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Osborne Elementary School
Grandparents Luncheon – SIGN IN
2023-2024

DATE/FECHA	PRINT NAME/NOMBRE	STUDENT NAME	TIME / HORA	PURPOSE OF VISIT
	Preseli Thomas	Jaide Thomas	10 :46	2
	Dyanne Jimenez	Alex Soto	10 :48	K
	Andrea O'Brien	Javen O'Brien	10 :48	K
	Davill Armstrong	Lee Angel Anders	:	K
	Bonnie Armstrong	Lee Angel Anders	:	K
	JOHN Kemp	nicole k	:	
			10 :55	15
	Charlene Galvan	Eva Galvan	10:55	4th
	Laura Galvan	Arianna & Rogelio Casique	10:55	2nd & 3rd
	LYNN MENZER	RANDY & RYAN MENZER	10:57	K
	Tamika Pipkin	Zachary Wick	:	4th Grade, Grandma
	Latashe Davis	Abree Hick	11 :00	Hattie 1. K.
	ARACELI ALVAREZ	HEIDY GARCIA	11 :13	
9	Yolanda Rodriguez	Fernando Rodriguez	11 :15	Grandparents Day

6

Osborne Elementary School
Grandparents Luncheon – SIGN IN
2023-2024

DATE/FECHA	PRINT NAME/NOMBRE	STUDENT NAME	TIME / HORA	PURPOSE OF VISIT
9/7/23	Anthony Rodriguez	Anthony & Fernando	11 :17	Grandparent day
9/7/23	Fernando Rodriguez	Anthony & Fernando	11 :17	Grandparent day
9/7/23	Kyri's in Perceps		11 :17	Grandparent day
	Zachary Rodriguez	Zach	4th : 17	Grandparent day
	Eve Holloway	Jacob Pulling	:	5th
	Leonard Hawthorne	Joshua Black	:	2nd
9/7/2023	Brenda Hubert	Jamari Smith	2nd : 09	2nd
	Kenneth Zapata	Vida Dixon	:	2nd
	Mylesha Davis	Prince Maxwell	:	2nd
	Kicky Davis	Prince Maxwell	:	2nd
	Ella Jackson	Johanna Jackson	:	2nd
	Betty A. Jackson	Shanne Jackson	:	2nd
	Tabitha Kyp	Cyrtan Chiles	:	2nd
			:	

Osborne Elementary School
Grandparents Luncheon – SIGN IN
2023-2024

DATE/FECHA	PRINT NAME/NOMBRE	STUDENT NAME	TIME / HORA	PURPOSE OF VISIT
	Dolmi Duran	Ilea Tinoco	10 : 11	
	Joselin Odone	Zaad Romero	10 : 11	
	Vickie Walker	Sydney Elem	:	4th
	Tisha Flint	Jakelynn Flint	:	1st
	Felicia Sanfey	Kherby McUtchen	10 : 46	lunch
	Silvia Williams	Joseph Gasper	10 : 55	Lunch
	Chandria Ware	A'Yana Nichols	10 : 55	Lunch
	Maritza Dominguez	Emmanuel Dominguez	10 : 55	Lunch Kindergarten
	Leoy Woods	Cordell William	:	4th
	Sandra Zelaya	Ellie	:	1st
	Lizeth Castillo	Damyan	:	K
	Maria Castillo	Damian	:	K
	Arel Acosta	Axel Sanchez	11 : 00	4
	Debra Lee	Karter Phillips	:	4

Osborne Elementary School
Grandparents Luncheon – SIGN IN
2023-2024

DATE/FECHA	PRINT NAME/NOMBRE	STUDENT NAME	TIME / HORA	PURPOSE OF VISIT
	Tirza Mitchell	Cali Hunt	:	1
	Tirza Mitchell	Carli Hunt	:	1
	Chantel Brown	Lyndon Braxton	:	1
	Michael Brown	Lyndon Braxton	:	1
	Bridge + Adams	JAL'YSIA Ballard	:	
	Ramona Victoria	Jeremiah Green	:	1
	Keyata Roberts	Zach Woodworth	:	4th Grade
	George Wells	Chaise Manuel	:	3 Grade
		ALISA MANUEL	:	5-Grade
	Tonisha White	Justice White	:	3 Grade
	Ronda Robinson	Jacoby Hamilton	:	5 th Grade
			:	
			:	
			:	

Osborne Elementary School
Grandparents Luncheon – SIGN IN
2023-2024

Grade

DATE/FECHA	PRINT NAME/NOMBRE	STUDENT NAME	TIME / HORA	PURPOSE OF VISIT
8/7/23	Christine Carrier	Maricelli Savala	10 : 29	7 th
8/7/23	Christine Carrier	Anthony Quintana	10 : 29	3 rd
8/7/23	Roberto Montano Claudia Orellana	Roberto Montano	10 : 36	K.
8/7/23	Claudia Orellana	Kimberly Montano	10 : 36	4 th
8/7/23	Maria Ortiz	Jeremiah Moreno	:	1 st
8-7-23	Tangela Allen	Amari Allen	:	4 th
8-7-23	Tayda Allen	Ava Allen	:	K
	Donald Puck	ARIANNA Bonilla	:	1 st grade
	Nonayah Chandler	Jamie Chandler	:	2 nd
	Nonayah Chandler	Jia Chandler	:	1 st
	Tina Morgan	Jia C.	:	1
	Tina Morgan	Jamie C.	:	2
8-7-23	Fabiola Reese	Conner Reese	:	1
	Jamie Jones	Logan Jones	:	K

Osborne
Elementary

**Coffee
with the
Principal**

.....
Tuesday, Sept. 26th
9:00 a.m. - 9:45 a.m.
.....



September 26, 2023

[illegible]

School Name Osborne Elementary
Sign In Sheet
Date 10/26/23
Time 8:15 am
Day 2

[illegible]

Day 1

[illegible]

School Name Osborne Elementary
Sign In Sheet
Date 10/26/23
Time 8:15 am
Day 2

[illegible]

Day 1

[illegible]



Campus Needs Analysis Agenda
Campus: Osborne Elementary
Date: 10/26/23
Time: 8:15 am

I. Introduction

5 minutes

Dr. Dimandja

II. Campus SWOT Analysis

35 minutes

Strengths: **The school is thriving areas are Reading and Science.**

Weaknesses: **The stagnant areas will be Math and Attendance.**

Opportunities: **Areas that need help developing will be Behavior.**

Threats: **Areas that can ruin everything will mostly be Attendance.**

III. Questions

20 minutes

Dr. Dimandja

IV. Notes Section

The meeting began at 8:15 am prompt and Dr. Dimandja welcomed staff, parents, and a business owner to the Campus Needs Analysis (CAN) Meeting.

Dr. Dimandja began introduced the CAN by providing copies of the recent MAP NWEA data for attendees to review. She also walked them through the data and called on several attendees to identify low and high areas. After reviewing data, Dr. Dimandja initiated the discussion on the campus' strengths, weaknesses, opportunities, and threats.



According to attendees, the school's thriving areas include 2nd Grade Science, achieving a 43% success rate, Bilingual Reading, also at 46%, 5th grade Science at 67%, 5th grade reading at 52%, and Kindergarten Math at 51%. However, the school is facing stagnation in the Reading department. Furthermore, the focus areas that require development are 1st Grade Math and 5th Grade Math. It is essential to address the lack of parent involvement and engagement, as it poses a significant threat to both student academic progress and social integration.

During this meeting, we discussed several key topics:

1. Attendance: Approximately 18 students have accumulated 10 or more days of absence, and 54 students have been absent for around 5 days without valid excuses. Ms. Lane has been actively involved in investigating potential solutions, including addressing transportation issues. Our primary challenge is with attendance on Fridays and Mondays.
2. Parent Involvement: We are exploring ways to increase parent engagement and determine the resources parents may need to support their children's education. We are also interested in identifying areas where parents can contribute to addressing our challenges.
3. Behavior: Our behavior incidences have decreased especially at the primary level. This is because Ms. White and Mr. Wilson are supporting students with SEL so they can have some time to regulate their behavior.



Campus Needs Analysis Agenda
Campus: Osborne Elementary
Date: 10/25/23
Time: 4:15 pm

I. Introduction

5 minutes

Dr. Dimandja

II. Campus SWOT Analysis

35 minutes

Strengths:

Weaknesses:

Opportunities

Threats

III. Questions

20 minutes

Dr. Dimandja

IV. Notes Section

The meeting began at 4:15 pm prompt and Dr. Dimandja welcomed staff, parents, community members, and business owners to the Campus Needs Analysis (CAN) Meeting.

Dr. Dimandja began introduced the CAN by providing copies of the recent MAP NWEA data for attendees to review. She also walked them through the data and called on several attendees to identify low and high areas. After reviewing data, Dr. Dimandja initiated the discussion on the campus' strengths, weaknesses, opportunities, and threats.

According to attendees, the school's thriving areas include 2nd Grade Science, achieving a 43% success rate,



Bilingual Reading, also at 46%, 5th grade Science at 67%, 5th grade reading at 52%, and Kindergarten Math at 51%. However, the school is facing stagnation in the Reading department. Furthermore, the focus areas that require development are 1st Grade Math and 5th Grade Math. It is essential to address the lack of parent involvement and engagement, as it poses a significant threat to both student academic progress and social integration.

Some Parents asked about how to gain insight into student learning so they can provide support at home. In answering this question, one of the teachers explained that parent have the opportunity to gain insight into the teaching methods employed in our school, which can be used to support their children's learning at home.

In addition, attendees discussed how parents could be more engaged and involved in the school. Dr. Dimandja and the Community In School staff member noted that the objective is to encourage parents to engage in conversations with staff, allowing us to collaboratively strategize effective learning plans for our students. Some of the parents also discussed facilitating communication through mass emails that include both parents and staff, providing a platform for a collective understanding of what's required from all parties. A parent mentioned that she would like to facilitate planning a Bake Sale and an End-of-the-Year Luncheon to foster interaction. Parents and community members will also collaborate with the school to encourage Osborne Graduates to participate and contribute to the development of our children. A community member suggested that parents reach out to Tasha Jackson for potential assistance from the city. Finally, parents asked for logins so they can access student work and teachers mentioned they will distribute login information for all to join.