Burkburnett Independent School District

I.C. Evans Elementary

2018-2019 Campus Improvement Plan

Mission Statement

BISD Mission Statement
Burkburnett ISD...
An environment of exploration where students
* Discover the value of learning
* Increase their passion
* Maximize their potential

I.C. Evans Mission Statement

The staff of IC Evans Elementary...

helping students to believe, achieve, and succeed.

Vision

BISD Vision Statement
Transforming learning to inspire all students in an ever-changing world.
I.C. Evans Elementary Vision Statement
Transforming learning to inspire all students in an ever-changing world.

Value Statement

We believe...

- All children can learn.
- All children learn differently.
- A safe, orderly, and comfortable environment is essential to learning.
- We provide a rigorous and relevant curriculum.
- We maximize student outcomes by engaging students in the joy of learning.
- We are capable of creating confident, capable learners using a differentiated pathway.
- That with positive attitudes and cohesive teamwork, all students can be motivated to be life-long learners.
- In the success of all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IC Evans finished the 2018-2019 school year with 650 students. Of these students, 3% were African American, 20% Hispanic, 65% White, 0.4% Asian, and 10% were two or more races. We had **61**% of our students identified as Economically Disadvantaged, **1.8**% were English Language Learners, and **17.2**% were identified as Special Education. We had 359 students who qualified for free lunch and 40 who qualified for reduced lunch. Our mobility rate was **25.69**, which is up 11% from the previous year.

Demographics Strengths

Student Achievement

Student Achievement Summary

IC Evans students typically perform well in all subjects on campus reading and math assessments. The beginning of year reading level assessments showed that 49% of all 1st and 2nd graders were above reading level, 8% were on level, and 43% were below level. The end of year assessments showed that of all Kindergarten, 1st and 2nd graders 33% were above level, 21% were on level, and 46% were below level. The majority of students had accurate fluency but were one to two levels below due to comprehension. The higher level of questioning used this year provided more accurate levels of comprehenion skills that our students posess.

In math, first grade, 96 students were on level and 16 were below; in second grade, 92 were on level and 30 were below.

Student Achievement Strengths

Students typically perform well in Reading and Math. This is due in part to having a reading and math specialist and paraprofessionals in addition to classroom teachers who provide guided reading and guided math instruction and response to intervention in reading. Our reading specialist provides professional development on teaching reading and various strategies that can be utilized.

School Culture and Climate

School Culture and Climate Summary

There were 86 parents who completed the 2018-2019 survey. The parent survey showed that 93% parents feel that our campus has a warm, welcoming atmosphere; 84% receive regular communication regarding their child's progress; 99% say their child feels safe at school; 93% feels discipline policies are fair and consistent; 92% agree that the teachers help their child meet high academic standards; and 91% feel comfortable volunteering at school.

School Culture and Climate Strengths

The majority of parents feel comfortable on campus, that we have a positive climate, and that staff are helping their child meet with their academic needs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of the staff is highly qualified. We have 93% retention.

Staff Quality, Recruitment, and Retention Strengths

The 2018-2018 school year had changes due to moves, resignations, and retirements. We increased the number of classrooms in PreKindergarten, Kindergarten, 1st, and 2nd grade which required additional teachers to be hired. We had 3 Head Start classrooms, 1 PreK 3 teacher with a morning and afternoon class, 4 PreK 4 classes, and 9 classes in Kindergarten, 1st, and 2nd grades. We had 1 resignation due to health issues; 4 resignations due to military/family moves; 3 teachers who moved within the district to another campus, and 1 non-renewal.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Curriculum, instruction, and assessment strengths include Guided Reading and Guided Math working with students in small groups and focused stations. The Leveled Literacy Intervention is a providing the necessary intervention for students below reading level for their grade and has allowed students to make huge gains in their reading skills and levels. Think Through Math, Lone Star Math, and TEMI are all math interventions and assessments used in the classrooms during RtI and Guided Math.

Parent and Community Engagement

Parent and Community Engagement Summary

We have many family involvement opportunities throughout the year. Meet the Teacher starts off the year in August and Bulldog Bash in October. We have changed our math and reading involvement activities due to the number of students who come from a single-parent household or are being raised by grandparents. Both the math and reading family involvement activites were for family members in February and March; student-led conferences were held during the day in May.

Technology

Technology Summary

IC Evans Elementary is a technology rich campus. Each classroom has an interactive/Promethian board and document camera. Each teacher has an iPad. All students, 3 year olds through second graders, will receive an iPad to use in the classroom.

The district has partnered with Buck Institute for Project Based Learning. Our design team teacher leaders have a close working relationship with teachers and provide training as well as work with these teachers in their classroom on improving technology integration into instruction.

Technology Strengths

Each classroom has an interactive/Promethian board and document camera. Each teacher has an iPad. All students, 3 year olds through second graders, have an iPad to use in the classroom. There is also a district technology person assigned to our campus if needs arise from training to problem solving.

Programs

Programs Summary

Title Math and Reading - We have one math specialist and one reading specialist. These specialists work with teachers on strategies to use in the classroom, intervention programs, assessments, and with implementation of our new math and reading programs and intervention programs. They also work with small groups of struggling students in kindergarten through fifth grade. In addition to the specialists, there are two full time paraprofessionals who work with them on a daily basis in providing intervention to students.

Response to Intervention - Struggling students in kindergarten through fifth grade may be placed in a RtI group for one to six six weeks of the year. They are given a math and reading assessment at the beginning of the year to determine whether they are struggling and in need of intervention. These students are placed either in a RtI group with one of their grade level teachers or with the math and/or reading specialist. Additional assessments are given at the middle of the year to determine whether those students need to remain in RtI. An additional assessment is given at the end of the year to document growth throughout the year. Groups are from two to four students at a time. Dyslexia and resource are considered part of the RtI program.

Inclusion- Special education students can be in resource and/or inclusion within the general ed classroom. There is one certified teacher and two paraprofessionals who go into the classroom with the inclusion students for reading, math, science, and social studies. The special education and general education teacher work together on accommodations and teaching strategies to maximize student performance.

Co-teaching - The resource/inclusion teacher and a fourth grade teacher began co-planning and co-teaching in math this year. This will continue throughout the 2017-2018 school year.

Programs Strengths

Title Math and Reading (labs) - Title math and reading tutoring are a vital part of our Tier II and Tier III interventions. Participating students showed gains on teacher and district generated measures.

Response to Intervention - This is our campus-wide answer to how we respond when students do not achieve. Itunquestionably enhances student success for struggling learners. It is a built-in part of our daily schedule so struggling students do not miss high quality classroom instruction for remediation. Special education and dyslexia students attend resource and dyslexia classes during this time so they do not miss classroom instruction.

Inclusion - Special education students receive services in the general education classroom and receive their specialized instruction during RtI. General education students benefit from the Inclusion personnel in the classroom as well.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Revised/Approved: May 13, 2019

Goal 1: As a learning community, we will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication.

Performance Objective 1: Develop a plan to achieve a learning environment that values autonomy, collaboration, and trust.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Each grade level PLC will meet for 35 minutes daily to discuss student learning, strategies, PBL, data, assessments (common and formative), and/or professional development.	Classroom teachers, Michelle Wiese, Stacey Pearson	Teachers will discuss student assessment data within their group and/or with the reading/math specialists. This will improve collaboration and trust within their grade level. Increase the use of data to guide instruction.	75%	75%	75%	100%
	100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✖ = Discontinue		

Goal 1: As a learning community, we will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication.

Performance Objective 2: Identify measures of accountability based on evidence of student learning and that encourages professional development.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Each student will create a digital portfolio with information from classroom work and PBL data.	Classroom teacher, Stacy Pearson, Michelle Wiese	Portfolio will show student learning throughout the year.	2%	25%	90%	100%
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Student Led Conferences	Michelle Wiese, Dudley Roberts	Students will be able to share their learning with their parent(s) and describe their struggles and successes.	0%	0%	0%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			
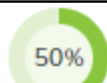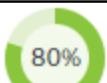
Goal 2: Create an environment to retain staff at all levels.

Performance Objective 1: Develop a comprehensive retention plan to acknowledge value.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Team building activities will take place during PLCs and faculty meetings.	Michelle Wiese, Dudley Roberts, Stacy Pearson	Teachers will feel included within the faculty team.	25%	50%	50%	→
2) The Social Committee will plan luncheons and after school socials for all staff to attend.	Social Committee	Teachers will feel included within the Evans team.	30%	67%	80%	→
Critical Success Factors CSF 6 CSF 7 3) A certified staff member is assigned to a first year teacher. They will meet monthly to discuss a list of questions/information provided by the district. The teacher and mentor teacher will take 1/2 day to observe in the other's classroom with the other 1/2 to discuss observations, strategies, or questions.	Michelle Wiese, Dudley Roberts	The first year teacher will feel more comfortable and connected with an experienced teacher. The mentor will provide information and guidance to the new teacher. The new teacher will have a go-to person to ask questions.	25%	50%	80%	100%
4) A certified staff member is assigned as a "Buddy" to experienced teachers new to our campus.	Michelle Wiese, Dudley Roberts	The new teacher will feel more comfortable and connected with the buddy teacher. The Buddy will provide information and answer questions. The Buddy will be the "go-to" person for the teacher.	25%	50%	80%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Create an environment to retain staff at all levels.

Performance Objective 2: Provide opportunities for staff collaboration.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) Each teacher belongs to a Professional Learning Team. Each team will meet 3 times a week for 35 minutes to discuss strategies, student data, assessments, ask questions, work on PBL activities, and share information.	Michelle Wiese, Dudley Roberts, Stacy Pearson	Teachers will have a support system within their grade level to share concerns, ideas, strategies, and to ask questions.	48%	70%	80%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 2: Create an environment to retain staff at all levels.

Performance Objective 3: Analyze current initiatives to determine relevance in order to balance workloads and extra responsibilities.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Goal 3: Transform learning spaces to optimize student learning in a safe and secure environment.

Performance Objective 1: Analyze, update, and maintain safety measures and initiatives.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus and classroom walk-throughs to maintain safety and security of the building.	Michelle Wiese, Dudley Roberts	Safety and security of all students in the building and on the playground.	91%	90%	95%	100%

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Goal 3: Transform learning spaces to optimize student learning in a safe and secure environment.

Performance Objective 2: Develop a plan to transform learning spaces to ensure collaboration, innovation, and student engagement.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create more opportunities for teachers to increase flexible seating in their classrooms.	Michelle Wiese	Transformation of the learning space to ensure collaboration and engagement.	25%	50%	85%	→
Funding Sources: 6300 Supplies & Services - 0.00, 211 Title 1 Funds - 0.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 4: The district will create parent/community partnerships to promote opportunity, innovation, and growth for all learners.

Performance Objective 1: Provide teaming opportunities to improve home to school relationships.
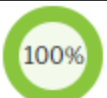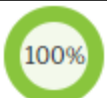
Evaluation Data Source(s) 1:

Summative Evaluation 1:

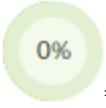| Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Inviting parents to come into classrooms and share their job/information with students through PBL.	Michelle Wiese, Stacy Pearson, classroom teachers	Increased parent involvement.			55%	→
2) Meet the Teacher/ Dollar Dog Night. Targeted Population: Parents of all student groups represented on the campus are targeted.	Michelle Wiese and PTO board will ensure it will happen.	A total number of parents who participate will be calculated. This total will meet or exceed 90% of the Evans parents. The function will take place in October 2017.	100%	100%	100%	100%
3) Dads Read Across Evans. Targeted Population: fathers or significant male adult in our students' lives is the targeted population.	Michelle Wiese, PTO Board, and classroom teachers will ensure it will happen	The total number of fathers will be calculated. This total will meet or exceed 90% of the Evans fathers. This function will take place in March 2018.			100%	100%
4) Math with Moms. Targeted Population: mothers or other supportive females in the lives of Evans students.	Michelle Wiese, PTO board, and classroom teachers will ensure it will happen.	The total number of mothers will be calculated. This total will meet or exceed 90% of the Evans mothers. The function will take place in February 2018.			100%	100%
5) STEM (Science Technology Engineering and Math) Nights. Targeted Population: Parents of students in Kindergarten through 2nd grade.	Michelle Wiese, Dudley Roberts, Lynn Ann Smith, Leann Jorda, and classroom teachers will ensure it will happen.	As a result of the STEM nights, students and parents will work together on Science, Technology, Engineering, and Math activities. Students will become more engaged and excited in these classes due to the activities. Teachers will submit sign-in sheets to determine attendance.			30%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Student Led Conferences. Targeted Population: all students in Kindergarten through 2nd grade.	Michelle Wiese, Dudley Roberts, Shea Chambers, and classroom teachers.	Students will be prepared to share their learning with their parents during the Student Led Conferences. Teachers will be available to assist students in their discussion and to answer any parent questions that might arise. These will be held in May 2019.				100%
Critical Success Factors CSF 6 7) Increased and varied strategies of parent communication: Google Classroom (3-5) Remind 101 Newsletters (classroom and campus) Class DOJO Campus and classroom webpages	Michelle Wiese, all teachers	Increase in parent communication and knowledge of student performance and classroom/campus activities.	50%	50%	80%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 4: The district will create parent/community partnerships to promote opportunity, innovation, and growth for all learners.

Performance Objective 2: Establish and strengthen community partnerships to address district needs.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Goal 4: The district will create parent/community partnerships to promote opportunity, innovation, and growth for all learners.

Performance Objective 3: Teachers will share the positives of our campus and their grade level with the community.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will utilize our campus and grade level Facebook pages as well as Twitter to share campus/grade level information and celebrations.	Michelle Wiese, classroom teachers	Increase the amount of information being shared with the community. Announce opportunities to volunteer on our campus.				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 5: The staff of IC Evans Elementary will create a positive and rich learning environment that will allow all students to demonstrate high levels of performance and achievement.

Performance Objective 1: 95% of students will make progress in reading with the overall goal of all students on or above grade level in reading.

Evaluation Data Source(s) 1: iStation, Guided Reading levels, common assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Provide Tier II and III instruction through the Reading Lab teacher and certified paraprofessional in RtI for identified students.	Grade level teachers, Leann Jorda, Melina Johnson	Progress reports, report cards, running record levels (BOY, MOY, and EOY reports)	50%	70%	90%	100%
2) Utilize the computer lab, iPads, and laptops for use in online reading and math programs: iStation, Journeys, and ABC Mouse (PreK)	Computer lab paraprofessional, grade level teachers	Improvement in reading skills.	30%	60%	90%	100%
	Funding Sources: State Compensatory Education Funds - 117188.00, 211 Title 1 Funds - 54660.00					
Comprehensive Support Strategy 3) Assess and chart student progress on Guided Reading levels monthly. Reading specialist and paraprofessional will conduct beginning, middle, and end of year assessments and teachers will assess reading levels monthly.	Classroom reading teachers, Leann Jorda, Melina Johnson	Percentage of students reading on or above reading level each month. Student progress.	50%	90%	90%	100%
4) Have upper elementary students reading and working with lower elementary students.	Elizabeth Nolan, classroom teachers, Michelle Wiese	Improved reading skills and creating relationships with students.			50%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 5: The staff of IC Evans Elementary will create a positive and rich learning environment that will allow all students to demonstrate high levels of performance and achievement.

Performance Objective 2: 95% of students will make progress in math with the overall goal of all students on or above grade level in math.

Evaluation Data Source(s) 2: Lone Star Learning, Imagine Math, TEMI, common assessments

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Provide Tier II and III instruction through the Math Lab teacher and certified paraprofessional in RtI for identified students.	Grade level teachers, LynnAnn Smith, Jenny Rowell	Progress reports, report cards, progress report (BOY, MOY and EOY reports)			80%	100%
Comprehensive Support Strategy 2) Utilize the computer lab, iPads, and laptops for use in online reading and math programs: Lone Star Learning, Imagine Math, Splash Math, ESTAR/MSTAR, ABC mouse in PreK	Computer lab paraprofessional, grade level teachers	Improvement in math skills.			85%	100%
Comprehensive Support Strategy 3) Assess and chart student progress on assessments: Kindergarten through 2nd grade will use TEMI and Imagine Math.	Math teachers, Lynn Ann Smith, Jenny Rowell	Improvement on progress reports (BOY-MOY-EOY assessments).	50%	50%	85%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 5: The staff of IC Evans Elementary will create a positive and rich learning environment that will allow all students to demonstrate high levels of performance and achievement.

Performance Objective 3: All teachers will implement technology into the classroom to improve student engagement and learning.

Evaluation Data Source(s) 3: Use of Google Apps for Education by teachers, E:21 teacher professional development/staff trainings, Digital Teacher Leaders; documentation of professional development and classroom observations

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) Technology training by the integration specialist and technology during CTs, ILDs, faculty meetings, and after school trainings.	Michelle Wiese, E:21 teachers (Tiffany Rorabaw and Kirstan Raber); Integration Specialists	Effective technology integration will be identified through classroom lessons and activities.			70%	→
2) Staff will be trained on digital resources such as Learning.com, Lone Star Learning, Istation reading, Imagine Math, StemSCOPES, TEKS Resource System, Think Central, Ah-Ha Math, and DMAC.	Michelle Wiese, Lynn Ann Smith, Leann Jorda, Instructional Specialists	Student achievement on these resources; weekly reports from the digital resources; logins from additional resources.		50%	75%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 5: The staff of IC Evans Elementary will create a positive and rich learning environment that will allow all students to demonstrate high levels of performance and achievement.

Performance Objective 4: Improve student engagement and learning in Pre-Kindergarten.

Evaluation Data Source(s) 4: Growth in student performance from beginning to end of year; Project Based Learning observations; CLI Engage

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize Pre-K grant to provide materials which will increase student engagement and learning.	Michelle Wiese and PreK teachers: Amanda Narconis, Kristen Ford	Teaching Strategies Gold Improvement in performance on TSG from beginning of year to end of year. Teacher observation.	✗	✗	✗	
	Funding Sources: 255 Title IIA - 15131.00					
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 5: The staff of IC Evans Elementary will create a positive and rich learning environment that will allow all students to demonstrate high levels of performance and achievement.

Performance Objective 5: After school clubs/activities will create a positive and rich enrvironment.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) After school clubs/activities will be provided for students: * UIL * Honor Choir	Michelle Wiese, Elizabeth Nolan, Catherine Ashcraft, Adam Lewis	Opportunities for students to be involved in additional learning activities.	50%	75%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 6: Increase proficiency with Google apps and other new technology that teachers and students can use in the classroom.

Performance Objective 1: Increase the number of staff members who are Google 1 and 2 Certified.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Have current Google Certified staff share their experience and/or assist with preparation for the Google certification test.	Michelle Wiese, Stacy Pearson	Increased number of staff who are Google Certified.		30%	50%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 6: Increase proficiency with Google apps and other new technology that teachers and students can use in the classroom.

Performance Objective 2: Increase sharing of Google apps and technology that can be used with students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to learn about new apps and technology that teachers can integrate into the classroom.	Michelle Wiese, Stacy Pearson, classroom teachers	Increased technology integration into the classroom.	20%	60%	80%	→

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 7: Create a campus culture that fosters a safe, bully-free environment.

Performance Objective 1: All students will participate in activities that promote good character. The school staff will foster a positive relationship with all parents in which 90% of our parents participate in at least one parent involvement opportunity during the school year.

> **Evaluation Data Source(s) 1:** Number of students participating in activities throughout the school year that promote good character; Data on the number and percentage of parents who participate in school activities

> **Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Character Counts/ Character lessons during weekly grade level CTs. Targeted Population: All student groups.	Michelle Wiese, Shea Chambers, school counselor, and classroom teachers will ensure it happens.	Mrs. Chambers will meet with a different group of students on a rotating schedule during weekly CTs. She will help with character building through stories and activities. Character Counts Week activities in October 2019.	25%	60%	85%	→
Funding Sources: 211 Title 1 Funds - 0.00, 6300 Supplies & Services - 0.00						
2) Continued implementation of Conscious Discipline campus wide.	Michelle Wiese, Dudley Roberts, Shea Chambers, all staff.	Students and staff will feel a part of the school "family". Decrease in absences and tardies as well as decrease in discipline referrals.	25%	75%	90%	→
Funding Sources: 6300 Supplies & Services - 0.00, 211 Title 1 Funds - 0.00						
3) Quarterly assemblies to recognize new students, citizenship, and math and reading accomplishments. Target Population: All student groups	Michelle Wiese, Cindy McCarthy, LynnAnn Smith, and Leann Jorda will ensure it will happen.	October 2017, February 2018, May 2018	✗	✗	✗	✗
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
5	1	1	Provide Tier II and III instruction through the Reading Lab teacher and certified paraprofessional in RtI for identified students.
5	1	3	Assess and chart student progress on Guided Reading levels monthly. Reading specialist and paraprofessional will conduct beginning, middle, and end of year assessments and teachers will assess reading levels monthly.
5	2	1	Provide Tier II and III instruction through the Math Lab teacher and certified paraprofessional in RtI for identified students.
5	2	2	Utilize the computer lab, iPads, and laptops for use in online reading and math programs: Lone Star Learning, Imagine Math, Splash Math, ESTAR/MSTAR, ABC mouse in PreK
5	2	3	Assess and chart student progress on assessments: Kindergarten through 2nd grade will use TEMI and Imagine Math.

State Compensatory

Budget for I.C. Evans Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 104 0 34 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$69,813.00
199 E 11 6129 00 104 0 34 000	6129 Salaries or Wages for Support Personnel	$8,417.00
	6100 Subtotal:	**$78,230.00**
6300 Supplies and Services		
199 E 11 6399 09 104 30 P00	6399 General Supplies	$519.00
	6300 Subtotal:	**$519.00**

Personnel for I.C. Evans Elementary:

Name	Position	Program	FTE
Amanda Narconis	PreK teacher	PreK 4	1.0
Jennifer Simmons	PreK teacher	PreK 3	1.0
June Lavinn	PreK paraprofessional	PreK	1.0
Kristen Ford	PreK teacher	PreK 4	1.0
Smith, Lynn Ann	Math Specialist	Math Lab	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

Name	Position	Program	FTE
Jennifer Rowell	Paraprofessional	Title I Reading Lab	1.0
Krystal Hill	Paraprofessional	RTI Enrichment	1.0
Lynn Ann Smith	Teacher	Title I Math Lab	1.0
Melina Johnson	Paraprofessional	Title I Reading Lab	1.0

Campus Improvement Team

Committee Role	Name	Position
Administrator	Michelle Wiese	
Classroom Teacher	Kirstan Raber	Kindergarten Teacher
Classroom Teacher	Tanna Anderson	PreK Teacher
Classroom Teacher	Karley Buerger	2nd grade Teacher
Classroom Teacher	Erin Roberts	1st Grade Teacher
Classroom Teacher	Chandra Smith	PE Teacher
Classroom Teacher	Danae Garibaldi	SpEd/Resource/Inclusion

Campus Funding Summary

6300 Supplies & Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			$0.00
7	1	1			$0.00
7	1	2			$0.00
				Sub-Total	$0.00

255 Title IIA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1			$15,131.00
				Sub-Total	$15,131.00

211 Title 1 Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			$0.00
5	1	2	Title I-A Funds	211 E 11 6129 00 104 030 000	$54,660.00
7	1	1			$0.00
7	1	2			$0.00
				Sub-Total	$54,660.00

State Compensatory Education Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	State Compensatory Funds	199 E 11 6119 00 104 0 30 P00	$51,217.00
5	1	2	State Compensatory Funds	199 E 11 6119 00 104 034 000	$65,971.00
				Sub-Total	$117,188.00
				Grand Total	$186,979.00