

# Burkburnett Independent School District

## I.C. Evans Elementary

### 2022-2023 Campus Improvement Plan



# Mission Statement

Burkburnett ISD...

An environment of exploration where students

- \* Discover the value of learning
- \* Increase their passion
- \* Maximize their potential

**IC Evans Elementary...**

**We will provide a high quality education in a safe, respectful, and inclusive environment that builds the foundation for life-long learning.**

## Vision

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 Elementary is located in Burkburnett, Texas. We finished the 2021-2022 school year with 652 Head Start through second grade students. Of these students, 3% were African American, 22% Hispanic, 65% White, .6% American Indian, 0% Asian, and 8% were two or more races. We had **52%** of our students identified as Economically Disadvantaged, **1.2%** were English Language Learners, and **17.1%** were identified as Special Education. Our mobility rate the previous year was **14.4%**. The attendance rate for the 2021-2022 school year was 95%. Class size averages are all below the cap of 22:1: Head Start is 18:1; PreK is 16:1 with two paraprofessionals among three classrooms; Kindergarten is 19:1; First Grade is 21:1; and Second Grade is 21:1. IC Evans Elementary is a Title I school.

### Demographics Strengths

- The student population is welcoming to new students regardless of race, ethnicity, or diverse abilities.
- The majority of students begin their education at IC Evans Elementary and remain with us until moving to the 3rd-5th grade campus.
- Most grade level class sizes are smaller than state averages.
- We are the only campus with Head Start opportunities. We have a paraprofessional in each Head Start and PreK-3 classrooms and two paraprofessionals to share among 3 PreK-4 classrooms.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Special Education referrals and number of students entering the program are increasing. **Root Cause:** Not all students enter school in Head Start or PreK and are lacking the foundational skills which all learning is built upon.

# Student Learning

## Student Learning Summary

The end of year reading and math data is shown below.

### **97% students K-2 made growth in Reading.**

- 97% students in Kindergarten made growth in Reading.
- 99% students in 1st grade made growth in Reading.
- 93% students in 2nd grade made growth in Reading.

### **51% students K-2 met projected growth in Reading.**

- 64% students in K met projected growth in Reading.
- 42% students in 1st grade met projected growth in Reading.
- 49% students in 2nd grade met projected growth in Reading

### **98% students K-2 made growth in Math.**

- 97% students in kindergarten made growth in Math;
- 98% students in 1st grade made growth in Math.
- 99% students in 2nd grade made growth in Math.

### **61% students K-2 met projected growth in Math.**

- 57% students in kindergarten met projected growth in Math.
- 58% students in 1st grade met projected growth in Math.

- 69% students in 2nd grade met projected growth in Math.

All students, Kindergarten through 2nd grade, made large improvements in Reading and Math from August 2021 to May 2022. First grade students also made large improvements from August 2021 to May 2022. Reading instruction is focusing on phonics which will hopefully help more students become better readers, which will help them to meet their projected growth in both reading and math.

#### **Student Learning 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. Tier II Response to Intervention assists those students struggling in Reading and/or Math.

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Students are making growth in Reading and Math, but the majority are not meeting their projected growth in these areas. **Root Cause:** Students are making growth in both Reading and Math, but the majority are not meeting their projected growth.

## School Processes & Programs

### School Processes & Programs Summary

All staff members receive professional development on curriculum each year. Our district reading specialist works with our campus specialist and classroom teachers to ensure that all staff know the expectations and have the necessary resources.

Information is shared with parents through our closed Facebook pages, through School Messenger calls and emails, and monthly parent newsletters sent at the beginning of each month. Each teacher has a classroom DOJO account to share and receive information, and administrators can share information school-wide through DOJO.

The master schedule allows teachers large blocks of time in the morning and afternoon for instruction. Every teacher has 45 minutes four mornings a week for Response to Intervention, and a 45 minute collaborative planning time each afternoon. This is in addition to a 45 minute Collaborative Team meeting one day each week. Support staff work with teachers on their schedule for pull out services.

Teachers receive training for technology such as Google, Skyward, and Red Rover for staff information. They receive training on Google and other apps as needed for use within the classroom.



# Perceptions

## Perceptions Summary

Staff are surveyed several times throughout the year. Parents are surveyed at the end of each year and results are below. 88.6% feel that the school climate is positive and warm. 88.7% state that the school helps their child meet high academic standards. 98.2% say that their child feels safe at school. 81.1% say their child's teacher communicates regularly regarding their child's progress. 86.9% believe that school staff listen when they express concerns.

We have a new PTO board, and now have more parents willing to volunteer.

The majority of parents prefer information to be sent through School Messenger, Classroom DOJO, and our Facebook page. We currently share information through all of these, in addition to a monthly parent newsletter.

## Perceptions Strengths

The majority of parents believe that the school climate is positive and warm, we help their child meet high academic standards, and that their child feels safe at school.

# 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
- HB3 Reading and math goals for PreK-3

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Class size averages by grade and subject
- School safety data

## **Employee Data**

- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback


# Goals

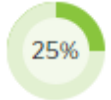
Revised/Approved: September 27, 2022


**Goal 1:** We will create a positive and rich learning environment that will allow all students to demonstrate high levels of performance and achievement. We will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication.


**Performance Objective 1:** All students will improve at least 3 levels in reading with the overall goal of 85% of students on or above grade level in reading.


**Evaluation Data Sources:** Guided Reading checks, common assessments, MAP testing (reading and fluency)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The reading specialist and her paraprofessional will provide Tier III instruction through the Reading Lab for identified students.</p> <p>Classroom teachers will provide Tier II instruction during intervention time for identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress reports, report cards, running record levels (BOY, MOY, and EOY reports)</p> <p><b>Staff Responsible for Monitoring:</b> Rhonda Birdwell, Sarah Fulfer, Grade level teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title 1 Funds</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Assess and chart student progress on Guided Reading levels monthly. Reading Specialist will meet with each grade level after each required running record to discuss growth/lack of growth and strategies to assist.</p> <p>Reading specialist and paraprofessional will conduct beginning and end of year assessments.</p> <p>Classroom teachers will assess reading levels monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of students reading on or above reading level to increase each month.</p> <p>Student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Rhonda Birdwell, Sarah Fulfer, Classroom teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1 Funds</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress

 Accomplished



 Continue/Modify


 Discontinue

**Goal 1:** We will create a positive and rich learning environment that will allow all students to demonstrate high levels of performance and achievement. We will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication.

**Performance Objective 2:** 90% of students will make progress in math, with the overall goal of all students on or above grade level in math.

**Evaluation Data Sources:** Common assessments, MAP testing, iReady


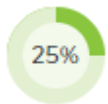




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Math Specialist and paraprofessional will provide Tier III instruction through the Math Lab for identified students.</p> <p>Classroom teachers will provide Tier II instruction during intervention time for identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress reports, report cards, assessments (BOY, MOY and EOY)</p> <p><b>Staff Responsible for Monitoring:</b> Jamie Cove, Jessica Hankins, Grade level teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title 1 Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize the iPads and laptops for use in online math programs: Zearn, iReady, Splash Math, ToDo.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in math skills.</p> <p><b>Staff Responsible for Monitoring:</b> Michelle Wiese, Kristen Taylor, Jamie Cove, classroom teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - District Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Assess and chart student progress on assessments: Kindergarten through 2nd grade will use iReady, MAP testing, CLI (Kindergarten) and formative/summative common assessments.</p> <p>Math Specialist will meet with teachers after required grade level assessments to discuss growth/lack of growth and discuss strategies for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement on MAP BOY-MOY-EOY assessments and required unit and performance assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Jamie Cove, Jessica Hankins</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - District Funds</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 1:** We will create a positive and rich learning environment that will allow all students to demonstrate high levels of performance and achievement. We will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication.

**Performance Objective 3:** Identify measures of accountability based on evidence of student learning that encourages professional development.



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each grade level will meet for 45 minutes one day a week to discuss student learning, strategies, PBL, data, assessments (common and formative), and/or professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have set aside time weekly to discuss data, create common assessments, and learn from one another in order to increase student performance in each classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Michelle Wiese, Kristen Taylor</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review BOY and MOY data from MAP &amp; CLI to determine whether teachers need additional support and/or training on specific TEKS and strategies. Compare data from previous year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student learning in low performing TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Rhonda Birdwell, Jamie Cove, Michelle Wiese</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 2:** Provide a safe, healthy, secure, and orderly environment for students, family, and staff.

**Performance Objective 1:** All students will participate in activities that promote good character. We will have a speaker come in to visit with students about the importance of good character, kindness, or other character traits, and social emotional learning.





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.


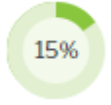




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Character Counts lessons during weekly time with counselor. Counselor will help implement a new SEL program for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Mrs. Hollingsworth will meet with Kindergarten students on a rotating schedule during weekly enrichment times. She will help with character building through stories and activities. Other classes will have the opportunity to sign up for times with Mrs. Hollingsworth .</p> <p><b>Staff Responsible for Monitoring:</b> Michelle Wiese, Kristen Taylor, Stephanie Hollingsworth (counselor) will ensure it happens.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2) Create a Campus Behavior Team to discuss student behaviors, help with behavior strategies, and provide training for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals and repeat student behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Michelle Wiese, Kristen Taylor Classroom teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211 Title 1 Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Work with district behavior specialist to implement choice boards, picture schedules, and first/then choices to decrease disruptive student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in disruptive student behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Michelle Wiese, Kristen Taylor, Stacey Jones &amp; Bill Vavra (behavior specialists)</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> We will have a speaker visit with students on one or more of the following topics: character, good citizenship, kindness, problem solving, and social emotional learning skills.</p> <p>An additional social emotional learning speaker to work with students and/or parents to build parent capacity for well-rounded, healthy students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student behaviors, see an increase in good character, kindness, and good citizenship. Students will be better prepared to work with other students collaboratively and be able to solve problems.</p> <p><b>Staff Responsible for Monitoring:</b> Michelle Wiese, Kristen Taylor, Stephanie Hollingsworth</p> <p><b>Funding Sources:</b> Outside speaker - 289 Title IV</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 3:** We will create parent/community partnerships to promote opportunity, innovation, and growth for all learners.






**Performance Objective 1:** Provide teaching/learning opportunities to improve home to school relationships.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet the Teacher. Targeted Population: Parents of all student groups represented on the campus are targeted.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 August 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Michelle Wiese, Kristen Taylor</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reading, Math, and STEM family events that will empower parents/families to work with their child at home. These events will provide strategies and/or hands-on activities that will be made during the event.</p> <p><b>Strategy's Expected Result/Impact:</b> The total number of families will meet or exceed 85% of the Evans families.</p> <p><b>Staff Responsible for Monitoring:</b> Michelle Wiese, Jamie Cove, Rhonda Birdwell, and classroom teachers will ensure it will happen</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Student Led Conferences. Targeted Population: all students in Kindergarten through 2nd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be prepared to share their learning with their parents during the Student Led Conferences.</p> <p>Teachers will be available to assist students in their discussion and to answer any parent questions that might arise.</p> <p>These will be held in May 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Michelle Wiese, Kristen Taylor, and classroom teachers.</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increased and varied strategies of parent communication:            Google Classroom            Remind 101            Newsletters (classroom and campus)            Class DOJO            Campus and classroom webpages            SeeSaw            Campus and PTO Facebook pages</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent communication and knowledge of student performance and classroom/campus activities.  <b>Staff Responsible for Monitoring:</b> Michelle Wiese, Kristen Taylor, all teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Outside speaker to come in to present to fathers about the importance of a father in a child's life and how to work with and communicate with their children.</p> <p><b>Strategy's Expected Result/Impact:</b> Fathers will be more involved in their child's education and school activities; they will attend more family events and will be better prepared to work with their child.  <b>Staff Responsible for Monitoring:</b> Michelle Wiese, Kristen Taylor, Stephanie Hollingsworth</p> <p><b>Funding Sources:</b> Outside speaker - 289 Title IV</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 3:** We will create parent/community partnerships to promote opportunity, innovation, and growth for all learners.

**Performance Objective 2:** Teachers will share the positives of our campus and their grade level with the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize our campus and grade level Facebook pages as well as Twitter to share campus/grade level information and celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the amount of information being shared with the community.</p> <p>Announce opportunities to volunteer on our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Michelle Wiese, Kristen Taylor, classroom teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** We will create parent/community partnerships to promote opportunity, innovation, and growth for all learners.

**Performance Objective 3:** Implement WatchDOGS and invite community/business members in during the second six weeks to read and work with students.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All male figures are invited to volunteer and become a WatchDOG. They are scheduled in classrooms and in open areas to work with students.	Formative			Summative
	Oct	Jan	Mar	June
				
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# State Compensatory

## Budget for I.C. Evans Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 300

Brief Description of SCE Services and/or Programs

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## Personnel for I.C. Evans Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Hankins	Paraprofessional	NaN
Lisa Rathman	Parprofessional	NaN
Sarah Fulfer	Paraprofessional	NaN
Stephanie Hollingsworth	Counselor	NaN

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jamie Cove	Math Specialist	Title I Math	100%
Rhonda Birdwell	Reading specialist	Title I Reading	100%
Sarah Addy	Paraprofessional	Title I	100%



# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Michelle Wiese	Principal
Business Representative	Justin Houston	Business Representative
Community Representative	Miranda Chancellor	Commnuity Representative
Parent	Carolina Dorrough	1st Grade Parent Representative
District-level Professional	Leah Tunnell	District Administrator
Classroom Teacher	Kirstan Raber	PK Teacher
Classroom Teacher	Nichole Smith	Kindergarten Teacher
Classroom Teacher	Stephanie Woodward	1st Grade Teacher
Non-classroom Professional	Jamie Cove	Math Specialist
Non-classroom Professional	Rhonda Birdwell	Reading Specialist
Non-classroom Professional	Stephanie Hollingsworth	Counselor
Classroom Teacher	Jaclyn Scroggin	Special Education Teacher
Classroom Teacher	Verinia Acree	2nd Grade Teacher
Parent	Justin Quick	Parent Representative
Community Representative	Kellie Stubblefield	Community Representative

# Campus Funding Summary

District Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
211 Title 1 Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
2	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Outside speaker		\$0.00
3	1	5	Outside speaker		\$0.00
<b>Sub-Total</b>					\$0.00