

Allen Independent School District

Evans Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

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

All students, with support of staff, parents, and community will be provided a safe, nurturing, and engaging learning environment that empowers them with the knowledge, skills, and attitudes to be lifelong learners and citizens of good character who are prepared to contribute to an ever-changing, global society.

Vision

Mary Evans students will be able to think critically and creatively, solve problems, and will learn to communicate effectively. Our students will learn to work effectively as individuals and as group members, develop self-confidence, self-discipline, and respect for others, recognize the contributions of individuals, groups and cultures in society, and demonstrate civic responsibility.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Evans Elementary opened in 2008 as a Kindergarten through Sixth Grade campus in Allen ISD. Student enrollment has remained steady, most likely due to the continued development of the neighborhood surrounding our school community. The chart below shows the distribution of current Evans Elementary students by grade level, ethnicity, and various student groups.

Student Profile 2017-2018					
Total Population		Ethnic Breakdown		Student Group Distribution	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	101	African American	6%	Economically Disadvantaged	3%
1 st Grade	97	Asian	40%	At-Risk	10%
2 nd Grade	86	Hispanic	7%	LEP	6%
3 rd Grade	85	Native Hawaiian Pacific Islander	1%	Special Education	9%
4 th Grade	97	White	43%	Gifted/Talented	14%
5 th Grade	111	Two or More Races	5%		
6 th Grade	103	American Indian/Alaskan Native	1%		
Total	680				

Evans Elementary attendance rate continues to stay within the campus and district target of 95% or higher. This achievement is a result of a strong partnership with parents and a focus on engaged learning.

The demographic information of staff members is as follows:

Staff Profile Data 2018-2019				
Total Population		Staff Members' Ethnicity		
Position	# of Staff Members	Ethnicity	# of Staff Members	

Campus Administration	2	African American	4	6%
Teachers	44	Asian	0	0%
Professional Support	8	Hispanic	2	3%
Educational Aides	8	American Indian	0	0%
Office Personnel	3	White	59	91%
Total	65			

Demographics Strengths

The analysis of the demographics of Evans Elementary indicates several areas of strength. The campus average class size is within the district and state average requirement. In addition, the attendance rate at Evans continues to be high and has remained consistent since the school opened in 2008.

Many families move into our area for Evans Elementary. The families of Evans value education, therefore, we have supportive parents and students who are committed to success. Our diversity in our school community and the student population helps to create a rich learning environment.

The Spring 2018 Parent Survey confirmed that families believe our school is providing a high-quality education to students. In fact, Evans' overall rating was 99%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Evan's LEP population has increased from 5.7 % in 2017-2018 to 6.8% in 2018-2019. **Root Cause:**

Student Achievement

Student Achievement Summary

Evans Elementary exceeded the state STAAR Performance in all areas of testing. At Evans Elementary we are academically strong and continue to close the gaps on students that are struggling; as well as provide academic enrichment to other students. We create a safe and rich learning environment that supports opportunities for our students to learn and grow. Our student achievement data continues to be a strength for our campus.

Students that are struggling academically are identified, tracked and monitored through the RTI process. Intervention is provided through small group or one-on one instruction. A focus on rigor and problem solving has proven successful.

2018 STAAR Assessment Data for "Approaches Grade Level" Standard

Assessment	Evans Elementary	District Average	State Average
3rd Grade Reading	94%	91%	76%
3rd Grade Math	94%	92%	77%
4th Grade Reading	99%	89%	72%
4th Grade Math	99%	92%	78%
4th Grade Writing	92%	82%	61%
5th Grade Reading	98%	93%	78%
5th Grade Math	100%	96%	84%
5th Grade Science	100%	90%	75%
6th Grade Reading	94%	89%	66%
6th Grade Math	99%	95%	76%

2018 STAAR Assessment Data for "Meets Grade Level" Standard

Assessment	Evans Elementary	District Average	State Average
3rd Grade Reading	82%	64%	42%
3rd Grade Math	81%	71%	46%

4th Grade Reading	92%	72%	45%
4th Grade Math	95%	77%	47%
4th Grade Writing	84%	66%	38%
5th Grade Reading	84%	78%	51%
5th Grade Math	93%	83%	57%
5th Grade Science	85%	64%	40%
6th Grade Reading	78%	68%	36%
6th Grade Math	88%	83%	43%

2018 STAAR Assessment Data for "Masters Grade Level" Standard

Assessment	Evans Elementary	District Average	State Average
3rd Grade Reading	74%	42%	24%
3rd Grade Math	63%	45%	23%
4th Grade Reading	68%	49%	24%
4th Grade Math	76%	57%	26%
4th Grade Writing	45%	29%	10%
5th Grade Reading	62%	51%	25%
5th Grade Math	77%	59%	30%
5th Grade Science	55%	33%	16%
6th Grade Reading	56%	45%	18%
6th Grade Math	66%	57%	17%

Student Achievement Strengths

For the 2017-2018 school year Mary Evans Elementary Met Standards in the overall Accountability Ratings Summary. Additionally, they received Distinction Designations in all eligible areas as indicated below.

ELA/Reading

Mathematics

Science

Comparative Academic Growth

Postsecondary Readiness

Comparative Closing the Gaps

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Overall mastered student scores need to improve.

School Culture and Climate

School Culture and Climate Summary

Evans Elementary continues to be a campus that provides a safe, nurturing, and engaging learning environment that empowers students to be lifelong learners and citizens of good character who are prepared to contribute to an ever changing global society. Staff and families at Evans Elementary continue to describe the atmosphere as one promotes a positive culture for all students. Each year new families join our school community and are welcomed by the committed support from our campus staff and opportunities to build connections through our PTA programs.

Safety surveys over the past nine years indicate that students feel safe and secure on campus and understand the importance of spreading kindness. Evans faculty and staff incorporate character development from guidance lessons in their classroom discussions and during Rider Time. Rider Time is a weekly time for students and their homeroom teachers learn more about one another through a group discussion format. As a campus, we weekly recognize students' efforts for demonstrating kindness, compassion, and good character in the classroom and around our school in our Rider of the Week celebration. Riders of the Week and their families are invited each week to join us as we honor their efforts on our live announcements.

Evans staff is committed to each student and dedicated in maintaining a high level of rigor in the classroom daily. The faculty and staff provide opportunities for students to participate in after-school competitions, activities, clubs, and family events and promote school pride through class t-shirts and spirit days. Our campus values respect for our country and the freedom we have by honoring our Veterans in an annual Veteran's Day Celebration. The Evans staff sets the example of serving others as we partner with the families in our school community to support the Allen Community Outreach, local food banks, Hurricane Harvey Relief through adopting an elementary school in Houston and Caps for Kids during our Spreading Kindness Week in October.

Parent surveys revealed that parents are supportive and are satisfied with our campus culture and climate. Of those who took the survey, over 99% reported feeling welcome when visiting our campus and gave the campus an A/B rating. The survey indicated that 99% of our parents feel that the school is a positive and affirming environment for their child, again giving the campus an A rating. Feeling safe at school rated in the 99th percentile as well among parents.

School Culture and Climate Strengths

Evans Elementary students are being educated in a safe, nurturing, and engaging learning environment. Staff continues to be focused on rigor during instruction, developing good citizens, and partnering with families and our community. Students are engaged in learning and have

pride in their experiences at school and parent surveys reflect the same. Evans continues to offer programs and activities that build school community. Some of these programs and activities are:

- Parent Organizations such as our PTA and Watchdog Dads group
- Student Organizations include our Choir, Media Crew, Counselor's Lunch Bunch, Safety Patrol,
- After-School Clubs offered include TGA Golf, Drama Club, Bricks, Bots & Beakers, Chess, UTD Coding and Watch Me Sculpt
- University Interscholastic League Competitions (UIL)
- American Mathematics Association 8 Competition
- National Geographic Geography Bee
- Art Night
- Spelling Bee

Additionally, each year Evans Elementary offers many activities/programs for our students, staff, and families. Some of these events are:

- Meet the Teacher Night & Open House
- Coffee with the Principal

- Tissues & Tears for new Kindergarten families
- Reading with the Eagles
- Book Fair during Fall/Spring/End of Year
- 21-Day Healthy Snack Challenge
- Corky's Cookout
- Veterans' Day Celebration
- Technology Night
- Parent Education Events
- Science and Math Night
- World Culture Week & Parade
- Rider of the Week
- School Dance

- Reading with the Principal

- Allen Eagle Fun Run

- Watchdog Dad Days

- SAT Word of the Day

- Rider Time

- PALS

- Take Time to Read Challenge

- Field Day

- Economics Store

- Writing Bootcamp

- Sky Ranch

- Weekly Brain Teasers

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teacher input reflected the need for increased time to get to know their students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers at Mary Evans Elementary are in compliance with both state and district certification requirements and meet all highly qualified criteria. Mary Evans Elementary provides novice teachers with mentors and all teachers have building buddies to ensure success for all.

Staff Quality, Recruitment, and Retention Strengths

Teacher retention - Our retention rate remains high. Since opening in 2008, Mary Evans has had a retention rate of above 90%. All teachers at Mary Evans Elementary are certified in the proper subject matter and meet the highly qualified standard outlined by No Child Left Behind. Student assessment data and a high level of performance from students provides evidence for the distinction of highly qualified staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Texas Essentials of Knowledge and Skills (TEKS), AISD curriculum guide, resources, pacing calendars, benchmark tests, and campus based and states mandated assessments are the focus of our curriculum, instruction and assessment at Evans Elementary.

Staff continuously analyzes multiple data sources to determine student academic needs. Professional decision making is driven by mastery of the curriculum.

Teachers have a common planning time each week to collaborate and plan instruction. Student mastery of instruction is determined from formal and informal assessments during the instructional cycle.

Evans Elementary teachers and staff meet together for data meetings after student benchmarks to review the most current data and to plan for interventions. Teachers regularly access this data for decision making throughout the year.

Student Intervention Team (SIT), 504 and/or Special Education ARD meetings are held with parents, classroom teachers, support teachers, counselor, campus intervention specialist and administration to create individual plans for student success.

Campus classroom instruction is monitored and supported through both formal and informal means. This data is used to determine the effectiveness of instructional practices and guide professional learning plans for teachers.

Curriculum, Instruction, and Assessment Strengths

The high-level rigor and continued success of our campus is a direct reflection of the embedded use of our curriculum, instruction practices, and assessment tools in our daily lessons and our weekly grade level meetings.

Based on the achievements at Evans Elementary, we continue to:

- - Seek growth for all students.
- - Analyze benchmark, simulation, and RTI data to provide classroom teachers an opportunity to collaborate with support staff.
-

Participate in ongoing conversations with colleagues, including instructional coaches and district support staff, about curriculum and best practices.

- Participate in staff development during the school year and in the summer to improve student learning.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Evans will focus on increasing STAAR progress in Reading and Math with a focus on students that did not make a year's progress.

Parent and Community Engagement

Parent and Community Engagement Summary

Area 6: Family and Community Involvement

Family and Community Involvement Summary

Evans Elementary has a tradition of creating a caring and safe learning environment where we partner with parents in the educating their children. Throughout the school year, our campus website is updated with dates, information, and pictures regarding the activities and events held on campus. The staff, along with our Evans PTA, sends out weekly communication in Wednesday folders and via email with our school newsletter. Parents in grades 3-6 are provided electronic access to their students' assignments and grades through the Family Access System. Teachers and staff provide a "Curriculum Night" at the beginning of each school year which is an opportunity for parent to review with teachers what students will be learning during the school year. Additional supports and resources are also provided to parents to assist their child at home.

We implemented a survey for parents that gathered information regarding our school atmosphere/climate, communication between home and school, and staff performance on behalf of students. Our partnership among students, families and staff remains strong as noted in our recent parent survey results.

Three hundred ninety-four families responded to our survey in the Spring of 2018. An analysis of the survey data is included below. The majority of respondents indicated positive feelings about the work of school staff and teachers.

Spring 2018 Parent Survey	
Questions	A/B
As a parent, I feel welcome when I visit Evans Elementary.	99%
The atmosphere of the school is positive and affirming for my child.	99%
My child feels safe at school.	99%
I regularly receive information from the school regarding activities and events.	98%
I receive information or assistance from the staff when needed regarding how to work with my child at home.	98%
The staff returns phone calls and/or emails in a timely manner.	99%
I stay informed of my child's school work and progress.	99%
My Child feels the staff cares for him/her.	99%

Evans staff has high academic and behavioral standards.	99%
The principal and assistant principal are available and willing to discuss my concerns or suggestions.	99%
My child's teachers are available and willing to discuss my concerns or suggestions.	99%
My child has benefited from interventions during the school day and/or after school tutoring opportunities.	99%
The overall rating of my family's experience at Evans is:	99%

Parent and Community Engagement Strengths

The Evans Elementary community is involved and an active supporter of our school. Parents and community members are provided numerous opportunities throughout the school year to visit our school and become acquainted with the staff and teachers. Evans considers the following as strengths in the area of Family and Community Involvement:

-
- Parents feel welcome at our school and indicate that we provide a positive and affirming environment for their children.
-
- Parents believe that information from the school and assistance from staff is effective, timely, and helpful.
-
- Parents reported the overall rating of Evans Elementary as 99%.
-
- Our awarding winning PTA helps affords a strong, effective parent volunteer base which helps to provide:
 -
 - Book fairs
 -
 - Watchdog Dads
 -
 - Veterans' Day Celebration
 -

- Corky's Cookout
- Room Parents for Classroom
- Classroom Celebrations
- Science/Math/Technology Nights
- 6th Grade Talent Show
- School Dance (Spring Fling)
- World Culture Week
- 6th Grade Fundraiser
- Classroom Grants

Parents reported valuable communication via emails, website updates, and campus newsletters.

School Context and Organization

School Context and Organization Summary

All students, with support of staff, parents, and community will be provided a safe, nurturing, and engaging learning environment that empowers them with the knowledge, skills, and attitudes to be lifelong learners and citizens of good character who are prepared to contribute to an ever-changing, global society.

Mary Evans students will be able to think critically and creatively, solve problems, and will learn to communicate effectively. Our students will learn to work effectively as individuals and as group members and learn to recognize the contributions of individuals, groups, and cultures in society. Mary Evans staff will strive to develop student self-confidence, self-discipline and respect for others as well as an awareness and ability to demonstrate civic responsibility.

Evans Elementary is focused on maintaining and increasing student academic achievement by utilizing data to determine needs in all aspects of the campus. Teachers and administrators work together to create goals that target student achievement. Evans Elementary uses many sources to facilitate school organization. The master schedule is reviewed frequently to ensure that the needs of the students are being met. Teachers have an active role in this process as well as in creating class lists for maximal classroom instruction and pull-out instruction. Site based data analysis meetings, faculty meetings, grade level chair meetings, instructional coaches meetings, and weekly team meetings ensure proper dissemination of important information to staff. School messenger blasts, newsletters, Wednesday communication folders, Coffee with the Principal, Peachjar, Twitter and Facebook are used to get information out to families and the community.

School Context and Organization Strengths

Evans Elementary maximizes the school day for instruction with fidelity to state and campus requirements for instructional minutes. In addition, teams meet to continually review the master schedule, data, and grade level instructional planning to ensure student achievement. The effective structures of the Technology team, RTI team, Sunshine/Social Committee, Cadre Leaders, Team Leaders, Vertical and Special Area Support teams, and Instructional Coaching Team all continue to prove beneficial for student success.

Technology

Technology Summary

Evans Elementary received a complete technology refresh the summer of 2016.

We currently have;

- 3 iPad carts

- 4 Chromebook carts

- 3 laptop carts

- 2 computer labs with 30 computers

- Each classroom has 5 laptops or Chromebooks, 1 teacher computer and 1 media computer

- Library has 28 student computers and 1 media computer

- All classrooms, library, labs, MPR have an interactive projector and whiteboard

Our teachers enthusiastically utilize the equipment that we have in their lessons to support their curriculum and cover the TEKS.

Teachers actively use Google Classroom, Sheets and Forms as well as; Seesaw, Nearpod, online databases, and various apps to support the TEKS and enhance the general curriculum.

Technology Strengths

Our campus has successfully built a culture in which students are accustomed to using technology in their academic work at home and school. Staff and students have the opportunity for regular technology training as well as support in the classroom from the campus tech and library media specialist.

Various online teaching support tools are routinely used by students. Some examples of tools utilized are: iStation, BrainPop, Pebblego, Flocabulary, Stemsopes, Tumblebooks, Overdrive e-books, Imagine Math, Google Classroom, Discovery Education, Oh, No Fractions, Kahoot, Osmo.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results
- Other additional data





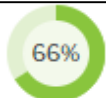
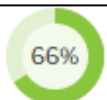
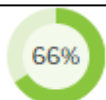
Goals

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Increase academic achievement for all students while closing the gap between student populations in pursuit of advanced performance using research-based best practices.

Evaluation Data Source(s) 1: All students will show academic growth in all subject areas as measured by local and state assessments.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Instructional coaches will facilitate PLCs analyzing student data, designing instruction, intervention block, and enrichment.	Campus Administration	Increased Student Achievement				
2) Progress monitoring of all students.	Campus Administration Grade Level Teachers SSI Coordinator Campus Instructional Specialist Campus Instructional Coaches	Increased Student Achievement				
3) Provide individual and team staff development based on staff and student needs.	Campus Administration SSI Coordinator Campus Instructional Specialist Campus Instructional Coaches	Increased Student Achievement				

4) Critical and creative thinking opportunities will be provided in all classrooms to supplement the learning of identified gifted students and challenge all students.	Campus Administration Campus Instructional Coaches	Increased Student Achievement				
	Funding Sources: Gifted/Talented - 76000.00					
5) Supplemental learning experiences for English Language Learners will be provided to promote language acquisition and foster academic success.	Campus Administration Campus English Language Learner Facilitator Campus Instructional Coaches	Increased Student Achievement				
	Funding Sources: Bilingual - 1000.00					
6) Identified at-risk students will receive additional instructional support and services to promote academic achievement progressing toward high school graduation.	Campus Administration SSI Coordinator Classroom Teacher	Increased Student Achievement				
	Funding Sources: Comp Ed - 140000.00					
7) Students identified as special education will receive services and instruction based on their individual needs reflected in their IEP.	Campus Administration Campus Diagnostician Student Case Manager All staff that directly services the students.	Increased Student Achievement				
	Funding Sources: Special Education - 341000.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 1: Evans will designate specific times for staff to build stronger relationships with students.

Evaluation Data Source(s) 1: Student Safety Survey Results

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Classroom teachers will pose scripted questions. Responses will be used to integrate into learning activities and classroom discussions to capture student interests and experiences.	Campus Administration Counselor Teachers	Positive impact on Student Safety Survey Results Increased Student Achievement Decrease in signatures in Rider Communication Chart Decrease in Discipline Referrals				
2) Focus morning announcements to celebrate cultures of Evans students and their extra curricular accomplishments.	Campus Administration	Increase Student Achievement Growth in Cultural Awareness for staff and students				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff

Performance Objective 1: Evans will participate in training that will increase the effective use of technology. Usage will impact knowledge retention, student engagement and individualize learning.

Evaluation Data Source(s) 1: Lesson design will reflect use of technology that will impact knowledge retention, student engagement and individualize learning.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Formal and informal technology training sessions will be offered to address staff needs.	Campus Administration Campus Tech Library Media Specialist Instructional Coaches	Increase Student Achievement				
2) PLCs will design and identify technology usage in lesson plans. Library Media Specialist and Campus Tech will meet with teams as needed to provide input and assistance.	Campus Administration Campus Tech Library Media Specialist Campus Instructional Coaches	Increase Student Achievement				
3) All classrooms will participate in Makerspace.	Campus Administration Library Media Specialist Instructional Coaches Teachers	Increase Student Achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue						

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Pam Hale	
Administrator	Tamra Oneal	
Classroom Teacher	Rob Brown	
Classroom Teacher	Catherine Burke	
Non-classroom Professional	Paige Dahlgren	
Classroom Teacher	Peyton DeLeon	
Non-classroom Professional	Sandra May	
Classroom Teacher	Lacy Hanlon	
Community Representative	Jill Rasmussen	
Classroom Teacher	Kimberly Kane	
District-level Professional	Emily Lutrick	
Paraprofessional	Kim Lankford	
Parent	Michel Ann Coleman	
Business Representative	Palka Patel	
Retired Special Ed. Director	Patti Friar	
Classroom Teacher	Shelby Pierot	
Non-classroom Professional	Katie Rasmussen	
Classroom Teacher	Susan Rayburn	
Business Representative	Bruce Dahlgren	
Classroom Teacher	Katie Tsutsumi	

Campus Funding Summary

Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$140,000.00
Sub-Total					\$140,000.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$76,000.00
Sub-Total					\$76,000.00
Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$1,000.00
Sub-Total					\$1,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$341,000.00
Sub-Total					\$341,000.00
Grand Total					\$558,000.00