

Allen Independent School District

Evans Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 23, 2019

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

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 2019-2020

Total Population		Ethnic Breakdown		Student Group Distribution	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	92	African American	8%	Economically Disadvantaged	8%
1st Grade	94	Asian	39%	At-Risk	8%
2nd Grade	104	Hispanic	9%	LEP	6%
3rd Grade	128	Native Hawaiian Pacific Islander	1%	Special Education	10%
4th Grade	113	White	42%	Gifted/Talented	14%
5th Grade	101	Two or More Races	0		
6th Grade	106	American Indian/Alaskan Native	1%		
Total	738				

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 2019-2020

Total Population

Staff Members' Ethnicity

Staff Profile Data 2019-2020

Position	# of Staff Members	Ethnicity	# of Staff Members	
Campus Administration	2	African American	4	6%
Teachers	43	Asian	1	1%
Professional Support	8	Hispanic	3	5%
Educational Aides	9	American Indian	1	1%
Office Personnel	3	White	60	87%

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 2019 Parent Survey confirmed that families believe our school is providing a high-quality education to students. In fact, Evans' overall rating was 97%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Assessment data and staff feedback identify the need for additional support for targeted sub population groups. **Root Cause:** Enrollment and identification of targeted sub population groups.

Student Academic Achievement

Student Academic 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 who 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 who 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, coupled with targeted staff development, has proven successful.

Student Academic Achievement Strengths

Evans - STAAR Longitudinal Performance

	2016				2017				2018				2019			
	# STs	A	GL	Me GL	Ma GL	# STs	A	GL	Me GL	Ma GL	# STs	A	GL	Me GL	Ma GL	
Reading																
Grade 3	96	96%	83%	66%	90	97%	87%	73%	86	94%	84%	72%	114	96%	83%	71%
Grade 4	107	98%	81%	56%	96	95%	85%	58%	92	99%	90%	66%	91	93%	79%	58%
Grade 5*	103	97%	87%	70%	108	95%	83%	55%	101	97%	82%	60%	93	97%	87%	75%
Grade 6	106	97%	84%	53%	105	99%	84%	55%	114	94%	78%	56%	105	91%	70%	54%
	2016				2017				2018				2019			
	# STs	A	GL	Me GL	Ma GL	# STs	A	GL	Me GL	Ma GL	# STs	A	GL	Me GL	Ma GL	
Math																
Grade 3	95	96%	76%	52%	90	97%	88%	68%	86	94%	80%	62%	114	97%	90%	68%
Grade 4	106	97%	83%	70%	96	96%	90%	68%	92	99%	95%	74%	91	96%	86%	70%
Grade 5*	101	99%	94%	74%	108	99%	92%	79%	102	100%	91%	75%	95	100%	95%	85%
Grade 6	106	99%	93%	74%	105	97%	90%	66%	114	99%	88%	66%	105	98%	90%	70%
	2016				2017				2018				2019			
	# STs	A	GL	Me GL	Ma GL	# STs	A	GL	Me GL	Ma GL	# STs	A	GL	Me GL	Ma GL	
Writing																
Grade 4	106	96%	87%	56%	96	92%	73%	36%	92	92%	84%	45%	90	91%	81%	41%

Evans - STAAR Longitudinal Performance

	2016				2017				2018				2019			
	# STs	A	Me	Ma	# STs	A	Me	Ma	# STs	A	Me	Ma	# STs	A	Me	Ma
Science																
Grade 5	101	100%	88%	51%	107	97%	86%	53%	103	100%	84%	52%	97	98%	93%	66%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of students who met the "Masters Grade Level" in third, fourth and sixth grade math showed a slight decrease from the previous year. **Root Cause:** Additional intervention is needed to ensure student mastery of objectives.

School Processes & Programs

School Processes & Programs Summary

Staff quality is a critical component in promoting student success at Evans Elementary. All teachers and paraprofessionals are 100% highly qualified. Various activities, such as Sunshine Committee events, are held on campus to promote team building and a family-style, supportive atmosphere. Additionally, Evans Elementary provides novice teachers with mentors and Building Buddies to ensure their success.

Evans Elementary has a very high retention rate. This is due to the support from administration and parents. Evans administration carefully screens and interviews applicants to ensure that all new hires meet the Evans standard. Additionally, close attention is given to recruiting student interns. The staff supports each student, family, and each other at the highest levels.

Teachers and staff participate in ongoing professional learning on district staff development days throughout the year. In addition, our staff is able to participate in ongoing conversations with colleagues, including instructional coaches and district support staff, about curriculum and best practices. Moreover, teachers participate in staff development during the school year and in the summer to improve student learning.

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. 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.

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, common formative assessment and RTI screener data to provide classroom teachers an opportunity to collaborate with support staff.

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. Evans students think critically and creatively, solve problems, and learn to communicate effectively. Our students learn to work effectively as individuals and as group members and learn to recognize the contributions of individuals, groups, and cultures in society. Evans staff strives 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. 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. School faculty, including classroom and special programs teachers (including Dyslexia Therapy, ESL, Gifted and Talented, and Special Education) work collaboratively to support and challenge all students.

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 the staff. Evans Elementary celebrates an annual College and Career Week highlighting the many opportunities available to students as they pursue their career and educational goals.

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
- 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, and 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. Evans Elementary participates in the district's library Makerspace initiative. Each grade visits the district STEAM Center for enriched science, technology, engineering, arts, and mathematics activities. Grade levels partner up for monthly STEAM Buddy activities, where students work together to learn about the engineering design process.

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, Stemsopes, Tumblebooks, Overdrive e-books, Imagine Math, Google Classroom, Discovery Education, Oh, No Fractions, Kahoot, and Osmo.

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 and pull-out instruction.

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

The school counselor coordinates with the middle school and campus staff to support sixth graders and their families in the transition to middle school. These supports include visits from the middle school counselor and registration support for middle school classes. The campus also regularly communicates with parents about district middle school information nights.

Evans Elementary implements district safety and security measures with a high degree of fidelity. All staff and students are familiar with these standardized practices.

School Processes & Programs 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, common formative assessment and RTI screener 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 School Processes & Programs Needs

Problem Statement 1: We have identified the need to formalize monthly PLC meetings to improve reflective practice on campus. **Root Cause:** As education research evolves and identifies best practices for 21st century learners, Evans staff will need to continuously reflect to ensure a growth mindset for a collaborative, team dynamic.

Perceptions

Perceptions Summary

Evans Elementary is a campus that provides a safe, nurturing, and engaging learning environment which 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 which promotes a positive culture for all students. Each year, new families join our school community and are welcomed by the committed support of our campus staff and have opportunities to build connections through our PTA programs.

Safety surveys over the past eleven years indicate that students feel safe and secure on campus and understand the importance of spreading kindness. 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 faculty and staff incorporate character development from guidance lessons in their classroom discussions. Rider Time is also incorporated weekly for students and their homeroom teachers learn more about one another through a group discussion format.

Evans staff is committed to each student and dedicated to 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 on Mondays 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 Veterans' Day Celebration. The Evans staff sets the example of serving others as we partner with the families in our school community to support local food banks and the Allen Community Outreach. Students, staff and parents join together to provide relief for families in our community by providing socks, diapers & wipes, canned food, toothpaste & toothbrushes, and various gently used household items during Spreading Kindness Week in October.

Evans Elementary students are being educated in a safe, nurturing, and engaging learning environment. Staff continues to focus 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, Mad Science and Watch Me Sculpt.
- Students can also participate in: University Interscholastic League Competitions (UIL), National Geographic Geography Bee, Art Night and the Spelling Bee.

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

- Tissues & Tears for new Kindergarten families

- Reading with the Eagles
- Book Fair during Fall/Spring
- 21-Day Healthy Snack Challenge
- Corky's Cookout
- Veterans' Day Celebration
- Technology Night
- 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

Evans Elementary has a tradition of creating a caring and safe learning environment where we partner with parents in 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 a weekly communication in Wednesday folders and via email with our school newsletter. We utilize an online application called "Peachjar" that allows parents to have online access to fliers and information. 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.

Over the years, we have implemented a survey for parents. This allows us to gather 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.

Over four hundred families responded to our survey in the Spring of 2019. 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 2019 Parent Survey

Questions:

As a parent, I feel welcome when I visit Evans Elementary.	97%
The atmosphere of the school is positive and affirming for my child.	98%
My child feels safe at school.	99%
I regularly receive information from the school regarding activities and events.	97%
I receive information or assistance from the staff when needed regarding how to work with my child at home.	95%
The staff returns phone calls and/or emails in a timely manner.	98%
I stay informed of my child's school work and progress.	97%
My Child feels the staff cares for him/her.	98%
Evans staff has high academic and behavioral standards.	99%
The principal and assistant principal are available and willing to discuss my concerns or suggestions.	95%
My child's teachers are available and willing to discuss my concerns or suggestions.	97%

My child has benefited from interventions during the school day and/or after school tutoring opportunities. 87%

The overall rating of my family's experience at Evans is: 97%

Perceptions 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 on our campus:

- Parents feel welcome at our school and indicate that we provide a positive and affirming environment for their children.
- Parents reported their children feel safe and cared for at school.
- Parents believe that the teachers are available and willing to discuss concerns or suggestions.
- Parents reported the overall rating of Evans Elementary as 97%.

Our awarding winning PTA provides a strong, effective parent volunteer base which which results in the following:

- Book Fairs
- Watchdog D.O.G.S
- 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
- Rider Review Communication to Parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus and district input reflects the need for time to implement the district Social Emotional Learning (SEL) initiative. **Root Cause:** As our lifelong learners approach social and emotional settings, we desire for our students to feel equipped as they enter these various life settings.

Priority Problem Statements

Problem Statement 1: Assessment data and staff feedback identify the need for additional support for targeted sub population groups.

Root Cause 1: Enrollment and identification of targeted sub population groups.

Problem Statement 1 Areas: Demographics - Demographics

Problem Statement 2: The percentage of students who met the "Masters Grade Level" in third, fourth and sixth grade math showed a slight decrease from the previous year.

Root Cause 2: Additional intervention is needed to ensure student mastery of objectives.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: We have identified the need to formalize monthly PLC meetings to improve reflective practice on campus.

Root Cause 3: As education research evolves and identifies best practices for 21st century learners, Evans staff will need to continuously reflect to ensure a growth mindset for a collaborative, team dynamic.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Campus and district input reflects the need for time to implement the district Social Emotional Learning (SEL) initiative.

Root Cause 4: As our lifelong learners approach social and emotional settings, we desire for our students to feel equipped as they enter these various life settings.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (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)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 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, and gender data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- 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: Evans Elementary will increase academic achievement for all students using researched based best practices for instruction and intervention in pursuit of advanced performance.

Evaluation Data Source(s) 1: Campus, District, and State Assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Instructional coaches will meet with designated teachers weekly to facilitate the analyzing of student data, designing instruction, and planning for intervention block.	Campus Administration	Increased Student Achievement				
2) Progress monitoring of all students	Campus Administration Grade Level Teachers SSI Coordinator Campus Instructional Specialist Campus Instructional Coach	Increased Student Achievement				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
3) Identified English Language Learners will be provided supplemental learning experiences to enhance language acquisition.	Campus Administration ESL Facilitator Teachers SSI Coordinator Campus Instructional Specialist Campus Instructional Coach	Increased Student Achievement				
4) Identified at-risk students will be provided supplemental learning experiences using School Excellence Initiative (SEI) funds to promote academic achievement progressing toward high school graduation.	Campus Administration Teachers ESL Facilitator SSI Coordinator Campus Instructional Specialist Campus Instructional Coaches	Increased Student Achievement				
5) Identified special education and 504 students will receive services and instruction based on their individual needs as reflected in their individual plans.	Campus Administration Campus Diagnostician Student Case Manager All staff that directly services the students	Increased Student Achievement				
6) Critical and creative thinking opportunities will be provided in all classrooms to supplement the learning of identified gifted students and challenge all students.	Campus Administrators AIM Teacher	Increased Student Achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue						



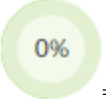

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: Evans Elementary will provide support and resources to improve achievement of students served in special programs.

Evaluation Data Source(s) 2: Campus District and State Assessments

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide targeted academic intervention and differentiated instructional support for students served through special education.	Campus Administration Grade Level Teachers Special Ed. Case Managers SSI Coordinator Campus Instructional Specialist Campus Instructional Coach	Increase Student Achievement				
Funding Sources: Special Education - 372000.00						
2) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Campus Administration Grade Level Teachers SSI Coordinator Campus Instructional Specialist Campus Instructional Coach	Increase Student Achievement				
Funding Sources: School Excellence Initiative - 6250.00						








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
3) Provide supplement learning experiences and services for identified at-risk student promoting academic achievement progressing towards high school graduation.	Campus Administration Grade Level Teachers SSI Coordinator Campus Instructional Specialist Campus Instructional Coach	Increase Student Achievement				
Funding Sources: Comp Ed - 154000.00						
4) Provide supplemental learning experiences and services for identified English Learners promoting language acquisition and academic achievement.	Campus Administration ESL Facilitator Teachers SSI Coordinator Campus Instructional Specialist Campus Instructional Coach	Increase Student Achievement				
Funding Sources: ESL - 0.00						
5) Provide supplemental learning experiences for Gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Campus Administration Grade Level Teachers AIM Teacher Campus Instructional Coach	Increase Student Achievement				
Funding Sources: Gifted/Talented - 79000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

Performance Objective 1: Evans Elementary will focus on social emotional learning strategies that promote student self-awareness, self-management, social awareness, relationship skills and responsible decision-making abilities that will lead to improved academic performance.

Evaluation Data Source(s) 1: Student Safety Survey Results
Teacher and Student Feedback
Accountability Rating

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Evans Elementary will implement Second Step, a program focusing on social-emotional learning.	Campus Administration Campus Counselor All Staff	Improved Student Achievement Promote social-emotional competence among students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

Performance Objective 2: Evans Elementary will emphasize collective wisdom and collaboration among staff, parents and students to improve academic performance.

Evaluation Data Source(s) 2: Parent End of Year Survey Results
 Staff School Climate Survey Results
 Student Survey Results
 Accountability Rating

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Campus Coffee Time for parents will be scheduled to allow for informal dialogue with the campus administration and grade level leadership.	Campus Administration	Improved school-to-home communication yielding increased student achievement	0%	0%	0%	
2) 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 Teacher	Increased Student Achievement Positive impact on Student Safety Survey Results Decrease in signatures in Rider Communication Chart Decrease in Discipline Referrals	0%	0%	0%	
3) Focus morning announcements to celebrate cultures of Evans students and their extracurricular accomplishments.	Campus Administration	Increased Student Achievement Increase cultural awareness Celebrate extracurricular accomplishments	0%	0%	0%	
4) Campus Administration and PTA will coordinate opportunities for the Evans community to come together.	Campus Administration	Maintain and improve school-to-home relationships yielding increased student achievement	0%	0%	0%	
5) Evans Instructional Coaches will facilitate periodic vertical team PLCs to share data and increase teacher knowledge of all grade level TEKS.	Campus Administration	Increase Student Achievement Maintain and strengthen staff relationships throughout our building Facilitate collegial conversations among staff	0%	0%	0%	
6) Evans will continue the Watch D.O.G. program.	Campus Administration Counselor	Increased Student Achievement Maintain and improve school-to-home relationships	0%	0%	0%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May

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 Elementary will maintain structured procedures, policies, and systems to ensure effectiveness and efficiency that maximizes learning for all students and staff.

Evaluation Data Source(s) 1: Evans Handbook

Master Schedule

Formative Assessment Results

Summative Assessment Results

Accountability Rating

Campus Budget

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Continuous review all procedures, policies, and systems from arrival to dismissal to ensure student safety/achievement.	Campus Administration	Increased Student Achievement Maintain a safe environment that is conducive for all students to learn	0%	0%	0%	
2) Continuous staff learning opportunities will be provided to support classroom instruction effectiveness.	Campus Administration Campus Tech Librarian Campus Instructional Specialist Campus Instructional Coaches ESL Facilitator Counselor AIM Teacher DT Teacher SSI Teacher	Increased Student Achievement Increase in staff knowledge of research based practices	0%	0%	0%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
3) Library Media Specialist and Campus Tech will meet with teams as needed to provide input and assistance.	Campus Administration	Increased Student Achievement Increased effective use of technology				
4) Implement monthly PLC collaboration time to reflect and explore best practices for meeting the needs of 21st century learners.	Campus Administration	Increase Student Achievement Maintain a growth mindset among our staff				
= Accomplished = Continue/Modify = No Progress = Discontinue						

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Pam Hale	Principal
Administrator	Tamra Oneal	Assistant Principal
Non-classroom Professional	Katie Rasmussen	Counselor
Non-classroom Professional	Sandra May	CIS
Classroom Teacher	Mischa Casteel	K Team Leader
Classroom Teacher	Maryanne Davis	First Grade Team Leader
Classroom Teacher	Lacy Hanlon	Second Grade Team Leader
Classroom Teacher	Cori Cane	Third Grade Team Leader
Classroom Teacher	Tina Jordan	Fourth Grade Team Leader
Classroom Teacher	Jean Anderson	Fifth Grade Team Leader
Classroom Teacher	Rob Brown	Sixth Grade Team Leader
Classroom Teacher	Julie Preston	Special Team Leader
Non-classroom Professional	Jennifer Obholtz	Special Education Team Leader
District-level Professional	Melissa Kelly	District Professional
Parent	Laura Hutto	Parent
Paraprofessional	Karen Galban	Paraprofessional
Non-classroom Professional	Jessie E Rohlmeier	Librarian
Community Representative	Jill Rasmussen	Community Member
Community Representative	Michel Ann	Community Member

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$6,250.00
Sub-Total					\$6,250.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$154,000.00
Sub-Total					\$154,000.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$79,000.00
Sub-Total					\$79,000.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
Sub-Total					\$0.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$372,000.00
Sub-Total					\$372,000.00
Grand Total					\$611,250.00