

Allen Independent School District

Evans Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

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.

Comprehensive Needs Assessment

Needs Assessment Overview

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Study of best practice
- Current Research

Demographics

Demographics Summary

Mary Evans Elementary was established in 2008. The campus is home to Kindergarten through sixth grade students.

Listed below is the demographic data of our 664 students:

- 47.91% female
- 52.09% male
- 6.72% Hispanic -Latino
- .45% American Indian - Alaskan Native
- 39.10% Asian
- 5.07% Black - African American
- .15% Native Hawaiian - Pacific Islander
- 42.99% White
- 5.52% Two More
- 4.33% LEP
- 8.9 % Special Education
- 5.37% Dyslexia
- 14.18 % G/T
- 6.27% 504
- 9.7% At-Risk
- 3.34% Economically Disadvantaged
- 2.54% Immigrant
- .15% Homeless
- .15% Military Connected

Listed below are staff demographics:

- 42 certified teachers
- 1 secretary

- 1 registrar
- 1 librarian
- 1 campus tech
- 3 part-time cafeteria paraprofessionals
- 8 full-time paraprofessionals
- 1 counselor
- 1 speech therapist
- 1 campus instructional specialist
- 1 nurse
- 2 administrators

Demographics Strengths

Mary Evans demographics strengths include:

- average class size below the district and state average/requirement
- attendance rate continues to stay within the campus and district target of 95% or higher
- diverse population as indicated in the demographic summary

Demographics Needs

The STAAR performance of Special Education/LEP students decreased. To increase the academic achievement of these students, we will continue to implement on-site staff trainings and design targeted interventions.

Student Achievement

Student Achievement Summary

Student achievement is high at Mary Evans Elementary. STAAR Performance in all areas continues to be a strength. This is the result of effective systems to support struggling students and challenge high achieving students.

Struggling students 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.

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Evans Elementary met these targets:

- Index 1 - Student Achievement. Evans Elementary score - 98% and state target score - 60%
- Index 2 - Student Progress. Evans Elementary Score - 57% and state target score - 30%
- Index 3 - Closing Performance Gaps. Evans Elementary Score - 70% and state target score - 28%
- Index 4 - Post-Secondary Readiness. Evans Elementary Score - 83% and state target score - 12%

Evans Elementary received a 2016 Texas Accountability Met Standard rating.

STAAR results indicate achievement continues to be high as indicated at the **Level III Advanced** target.

Evans percentages are as follows:

- Reading 61.25%
- Writing 55%
- Math 67.75%
- Science 51%

The overall percentage of students scoring at Level III Advanced Performance range is high at 62.2%

TEXAS EDUCATION AGENCY

2016 Distinction Designation Summary - ELA/Reading

MARY EVANS EL (043901115) - ALLEN ISD

Campus Type: Elementary

Indicator	Indicator Score	Score Quartile
Attendance Rate	97.7%	Q1
Greater Than Expected Student Growth in ELA/Reading	29%	Q1
Grade 3 Reading Performance (Level III)	67%	Q1
Grade 4 Reading Performance (Level III)	55%	Q1
Grade 4 Writing Performance (Level III)	55%	Q1
Grade 5 Reading Performance (Level III)	72%	Q1
Grade 6 Reading Performance (Level III)	52%	Q1

Student Achievement Strengths

Student Achievement Strengths

- 96% of 3rd grade students met standard on STAAR reading and math
- 98% of 4th grade students met standard on STAAR reading and math 96% met standard on writing
- 99% of 5th grade students scored met standard on STAAR reading 100% met standard on math and science
- 97% of 6th grade students scored met standard on STAAR reading and 99% on math

On the 2016 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

STAAR Score Percentage

Comparison

	Campus	District	State
Reading 3rd	97	90	74
Reading 4th	98	93	77
Reading 5th	97	92	75
Reading 6th	97	91	71
Math 3rd	96	80	76
Math 4th	98	91	74
Math 5th	100	93	79
Math 6th	99	96	74
Writing 4th	96	89	69
Science 5th	100	89	75

Our level III Advanced STAAR scores were high compared to the district and state as indicated in the table below.

Level III Advanced STAAR Score

Percentage Comparison

	Campus	District	State
Reading 3rd	66	46	24
Reading 4th	56	40	20
Reading 5th	70	50	25
Reading 6th	53	44	19
Math 3rd	52	43	19
Math 4th	70	47	22
Math 5th	75	46	20
Math 6th	74	55	16
Writing 4th	55	35	15
Science 5th	51	23	11

Our focus for the campus is to look at the scores among various student population groups. Below are the 2016 STAAR scores listed by grade/population:

Student percentage in each group

	White	Asian	African American	Hispanic	Special Education	Economically Disadvantaged
3rd grade	46	39	4	3	11	3
4th grade	45	40	8	11	11	5
5th grade	43	41	4	7	4	5
6th grade	41	35	3	18	5	2

Student Achievement Needs

Primary grades:

- Continued focus on struggling readers in grades K-2
- Continued focus on students reading at or above grade level by the end of 2nd grade.

STAAR Grades 3-6:

- Continued focus on problem solving skills
- Continue targeted instruction for struggling learners in 3-6
- Continued focus of writing across curriculum
- Increase Level III advanced student performance in all subject areas
- Increase met standard rate of special education students

School Culture and Climate

School Culture and Climate Summary

Teachers and students alike at Mary Evans Elementary feel a high degree of safety and acceptance. We recognize, embrace, and celebrate cultural diversity. Student and staff health are emphasized with our PE classes, Run Club, and Wellness Wednesday announcements. The Mary Evans staff is committed to the students who enter the building each day, and dedicated to providing rigorous instruction. The beliefs, vision and goals of Mary Evans Elementary are based on the understanding that educating the whole child is principal to building a responsible, healthy society.

School Culture and Climate Strengths

As a campus, we are dedicated to building a school community which empowers each student to reach his or her full potential. We believe that the key to succeeding in this endeavor is the dedication of our staff and their commitment to supporting each and every student. Our staff works strategically to maintain a campus culture that believes building the minds in our care will truly enable us to build a great future. With this in mind, we have the following programs and activities in place to continue to build school community:

- Parent Organizations: PTA and Watch DOG
- Student Organizations: Choir, Media Crew, Safety Patrol
- After-School Clubs: Watch Me Sculpt, Chess, Golf, Tennis, Drama Club, Abrakadoodle, Engineering, Bricks Bots and Beakers, UTD Coding and Knitting
- University Interscholastic League Competitions
- American Mathematics Association 8 Competition
- National Geographic Geography Bee
- Collin county Mockingbird Poetry Contest
- Other groups include: Counselor's Lunch Bunch, Principal's Lunch Bunch, Lunch Time Book Club (6th grade), Walk and Talk time after lunch (in addition to regularly scheduled recess time)

Annual Events:

- Meet the Teacher
- Coffee with the Principal
- Grandparents Day
- Reading with the Eagles
- Reading with the Principal
- Book Fair
- Fun Run
- Healthy Snack Challenge
- School Dance
- Corky's Cookout
- PTA functions
- Technology Night
- Veteran's Day Celebration
- Tuesday Table Talk
- SAT Word of the Day
- Science Night and Math Night
- Rider of the Week
- Healthy Life Styles Education
- World Culture Day

School Culture and Climate Needs

Evans Elementary faculty and staff are committed to encouraging a school culture that values continuous growth in all aspects of the campus and learning environment. In order to meet the needs of our students and staff, the following are identified needs:

- Additional staff is needed to meet the continually growing challenges presented by increased layered responsibilities for staff and the increase of diverse needs of our student and parent population.
- Additional compensation for extracurricular staff commitments including UIL, school clubs and Sky Ranch.
- Additional paid work day at the beginning of the school year for all staff to complete required course and mandatory trainings.
- An additional staff member to serve as Campus Academic Instructional Specialist: to develop and deliver quality staff development; to facilitate: differentiation, inclusion, collaborative planning, vertical teaming, best practices and CFAs; to lead/monitor staff e-

course and mandatory training requirements;to perform Allen Learning Walks and to perform other tasks as assigned to improve and sustain academic excellence. This position would also work with teachers on a regular bases to design rigorous instruction with relevant technology integration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality is a critical component in promoting student success on campus. 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, Mary Evans Elementary provides novice teachers with mentors and building buddies to ensure their success.

Staff Quality, Recruitment, and Retention Strengths

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 any 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.

Staff Quality, Recruitment, and Retention Needs

- Continued highly qualified teacher and staff retention rate
- Offer strategic, quality professional development opportunities
- Provide greater staff recognition and support for morale and encouragement
- Increase staff meetings that target cooperative planning with Special Education regarding Autism and inclusion
- Provide optional technology training on Tuesdays for staff
- Increase staff ethnicity to better reflect ethnicity percentage of our student population

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff continuously analyzes multiple data sources to determine student academic needs. Instruction is then designed in Professional Learning Communities (PLCs). Student mastery of instruction is determined from formal and informal assessments during the instructional cycle. Mastery level drives professional decision making as to what intervention or instruction occurs next to ensure student achievement of the required curriculum.

Curriculum, Instruction, and Assessment Strengths

- Engaging level of instruction provided by teachers
- ESL and Special Education inclusion support services are aligned with classroom instruction
- Small group instruction based on student need
- Students receive targeted interventions resulting in measurable progress
- Data analysis of benchmark, simulation results and RTI/data provide classroom teachers an opportunity to collaborate with support staff
- Weekly PLC meetings allow teachers to work collaboratively to design student instruction and discuss student performance both academically and behaviorally

Curriculum, Instruction, and Assessment Needs

- Increase student awareness of academic goals and progress to increase mastery
- Increase student knowledge and understanding of how learning is relevant, meaningful, connected and applicable to the real world
- Staff development focusing on differentiation of instruction
- Staff development for meeting the needs of autistic students
- Full time campus based Academic Instructional Specialist

Family and Community Involvement

Family and Community Involvement Summary

Evans Elementary has a strong partnership among students, families and staff. Parent volunteers are welcomed and parents are involved in decision making regarding family and school community activities. Evans staff continues to indentify and seek input from parents as to how to communicate more effectively.

Family and Community Involvement Strengths

- Parental involvement
- Coffee with the principal
- Strong, effective parent volunteer base
- Growing number of Watch D.O.G.S (Dads)
- Award winning PTA
- Bi-monthly newsletters
- Rider Review weekly news update
- Email blasts
- Strong family interest in PTA and school sponsored activities and events including:
 - Meet the Teacher
 - Curriculum Nights
 - Book Fair
 - Fun Run
 - Donuts for Watch D.O.G.S.
 - Veterans Day Celebration
 - Corky's Cookout
 - Science, math and technology nights
 - 6th Grade Talent Show
 - School Dance
 - World Culture Day
 - Sixth grade fundraiser

Family and Community Involvement Needs

- Emphasis on strategies for parents to assist their student(s) with academic and social-emotional needs
- Improve methods of reaching out to new Evans families

School Context and Organization

School Context and Organization Summary

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 time as well as pullout instruction time. Site based data analysis meetings, faculty meetings, grade level chair meetings, and weekly team meetings ensure proper dissemination of important information to staff. School messenger blasts, newsletters, Wednesday communication folders, Coffee with the Principal, Twitter and Facebook are used to get information out to families and the community.

School Context and Organization Strengths

- Maximum use of school day for instruction with fidelity to campus requirements for instructional minutes
- Effective support programs to support individualized instruction (GT, Special Education, DT, SSI and ESL)
- Master schedule review
- Data, faculty, GLC and team meetings
- Teacher/grade level websites
- Effective Structures in place: Technology team, RTI team, Sunshine/Social Committee, Cadre Leaders, Team Leaders, Vertical Teams, Special Area Support Team

School Context and Organization Needs

- Increase time management throughout the entire day including classroom instruction time, specials, lunch, recess and dismissal
- Follow district-wide initiatives
- Increase use of vertical teams
- Continue consultations periodically with campus specialist ie: GT, ESL, DT, SSI and SPED
- Provide student opportunities for learner leadership and character development

Technology

Technology Summary

Implementation of Technology TEKS continues to be done by classroom teachers and supported by the technology specialist. All teachers have iPads and have participated in the Amplify Technology Professional development program. Professional development has been offered at every level. Teachers have integrated technology through iStation, Google Classroom, game servers such as Cahoots or Plickers, and many other sources.

Technology Strengths

All MEE classrooms have computers, interactive boards and document cameras. Our campus has successfully built a culture in which students are accustomed to using technology in their academic work. Many instructional software options are available to meet individual student needs. I-Station is accessed to enrich and or remediate reading skills. A campus technology paraprofessional has limited availability to assist staff and students. Skyward is routinely used by parents, teachers and administrators. Online teaching support sites such as Brainpop, Byrdseed TV, Tumble Books, Overdrive e-books, SmartBoard Exchange, and Thinkfinity are regularly used.

Technology Needs

- Increased integration between classroom instruction and technology
- Increased basic technology language and skills of students
- Increase teachers' ability to fully utilize instructional software data to guide instruction implemented through professional development
- Increased collaboration between all groups to promote digital learning
- Campus Academic Instructional Specialist to assist with design and implementation of technological learning activities /projects to increase student achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

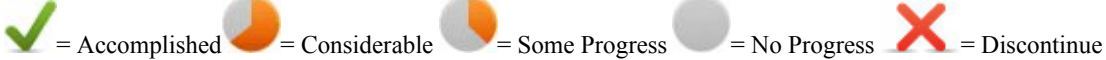
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Maintain the Met Standard rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Mary Evans Elementary will maintain the Met Standard rating as achieved in 2015-16 accountability system including the Distinctions Designations.










Summative Evaluation: 2016-2017 Accountability Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Academic Teams will meet weekly to discuss student academic achievement and design rigorous instruction.	Campus Administration	Administrator Verification and Observation	✓			
2) Special populations students will receive intervention outlined in the RTI plan.	Campus Educator and Administration	Progress Monitoring	✓			
3) Students deemed "at risk" by campus administration will receive targeted intervention.	Campus Educators and Administration	Data	✓			
						

Goal 2: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Students achieving greater growth on STARR will increase by 3%


Summative Evaluation: 2016-2017 STARR Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers will design individualized / small group student instruction based on student need.	Campus Administration	Data from formal and informal assessments				
2) Vertical and grade level professional learning communities will meet to analyze data and determine action needed to target low performing areas.	Campus Administration	Data from formal and informal assessments				
3) Teachers will follow the district pacing calendar.	GLCs and Campus Administration	Data from formal and informal assessments				
4) Data is shared with all special area teachers for the purpose of them integrating low performing objectives when appropriate.	Campus Administration	Data from formal and informal assessments.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Mary Evans will monitor the progress of all students.

Summative Evaluation: Number of K-2 students that are at risk and number of students not making a full years growth on STARR.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide intervention time with multiple support personnel. Level, type and frequency of intervention will vary depending on the student need.	Teachers and Campus Administration	Campus, district and state assessments.	✔			
						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Mary Evans Media Library Specialist and / or Campus Tech will meet periodically with grade levels during their PLC time. Weekly technology classes will be offered to all staff.








Summative Evaluation: Increased usage of technology for direct teach and student usage.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Library specialist and / or campus tech will plan with grade level professional learning communities.	Campus Administration	T-TESS				
2) Optional technology classes offered weekly for all staff.	Library specialist and campus tech	Administration observation of teacher usage in direct teach				
3) Increase opportunities for students to demonstrate learning using technology.	Teachers and administration	Teacher and administration observation				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Mary Evans Elementary will create opportunities for all cultures and ethnicities to share traditions and beliefs.










Summative Evaluation: Maintain understanding and appreciation of diversity.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Increase opportunities for students to share traditions.	Teachers	Teacher observation of student participation				
2) Parade of world cultures celebration	ESL Teacher	Teacher and Campus Administration observation of student/community participation.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Mary Evans Elementary will establish an environment that provides flexible structure for everyone to be responsible and successful.





Summative Evaluation: Maintain high campus attendance rate and low student disciplinary referrals.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Maintain adherence to CORKY'S Expectations and procedures outlined in the Mary Evans Elementary handbook.	Staff and Students	Student achievement data, attendance rate, and number of discipline referrals.				
2) Constant monitoring and reviewing of student attendance and discipline referrals.	Campus Administration	Student achievement data, attendance rate, and number of discipline referrals.				
3) Conduct safety drills and maintain emergency operation plans.	Campus Administration	Emergency Operation Compliance Status				
4) Maintain highly qualified staff	Campus Administration	Staff retention rate				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Mary Evans Elementary will access resources inside and out side the district to increase learning opportunities for staff and students.

Summative Evaluation: Provide engaging activities for students and increase student achievement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Collaborate, analyze data and strategize with staff to design learning for both staff and students.	Administration	Student achievement				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						