

# Burkburnett Independent School District

## I.C. Evans Elementary

2019-2020



# Mission Statement

## **BISD Mission Statement**

Burkburnett ISD...

An environment of exploration where students

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

## **I.C. Evans Mission Statement**

The staff of IC Evans Elementary will equip students with the foundational skills needed for their future which will help ALL students to believe, achieve, and succeed.

# Vision

## **BISD Vision Statement**

Transforming learning to inspire all students in an ever-changing world.

## **I.C. Evans Elementary Vision Statement**

Transforming learning to inspire all students in an ever-changing world.

# Value Statement

We believe...

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

IC Evans Elementary is located in Burkburnett, Texas. Prior to the 2018-2019 school year, the campus was a Head Start through fifth grade campus. For the 2018-2019 school year, the two local elementaries were combined and all Head Start through second graders began attending IC Evans Elementary. We finished the 2018-2019 school year with 656 Head Start through second grade students. Of these students, 1% were African American, 18% Hispanic, 72% White, 1% American Indian, 0% Asian, 2% Pacific Islander, and 7% were two or more races. We had **52%** of our students identified as Economically Disadvantaged, **1.2%** were English Language Learners, and **17.1%** were identified as Special Education. Our mobility rate the previous year was **14.4%**. The attendance rate for the 2018-2019 school year was 95%. Class size averages are all below the cap of 22:1: Head Start is 18:1; PreK is 16:1 with a paraprofessional in each room; Kindergarten is 19:1 with one paraprofessional among nine classrooms; First Grade is 18:1; and Second Grade is 21:1. IC Evans Elementary is a Title I school.

### Demographics Strengths

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

### Problem Statements Identifying Demographics Needs

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

# Student Achievement

## Student Achievement Summary

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

Imagine Math Benchmark						
		Far Below	Below	Basic	Proficient	Advanced
Kindergarten	BOY	.5%	6%	22%	70%	.5%
	EOY	0%	.6%	5.8%	93.6%	0%
1st Grade	BOY	2.4%	30.3%	13.3%	53.9%	0%
	EOY	0%	2%	4.7%	93.3%	0%
2nd Grade	BOY	8%	15%	26%	51%	0%
	EOY	1%	5%	16%	78%	0%

## Student Achievement Strengths

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

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading percentages from the beginning of year to end of year decreased. **Root Cause:** Higher level of questioning caused reading percentages to decrease. Students perform well with fluency, but comprehension kept them from increasing levels.

# School Culture and Climate

## School Culture and Climate Summary

There were 86 parents who completed the 2018-2019 survey. The parent survey showed that 93% parents feel that our campus has a warm, welcoming atmosphere; 84% receive regular communication regarding their child's progress; 99% say their child feels safe at school; 93% feels discipline policies are fair and consistent; 92% agree that the teachers help their child meet high academic standards; and 91% feel comfortable volunteering at school. Some of the parents who stated that their child did not feel safe at school was due to children with disruptive behaviors in the classroom.

## School Culture and Climate Strengths

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

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The number of general education students with disruptive behaviors are increasing. **Root Cause:** Lack of discipline options available; campus of younger students who must learn how to communicate their frustration; and lack of parental discipline support.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

100% of the staff is highly qualified. We have 93% retention rate. First year teachers are given a mentor, and new teachers to the district have a mentor buddy. The 2018-2019 school year had changes due to moves, resignations, and retirements. We increased the number of classrooms in PreKindergarten, Kindergarten, 1st, and 2nd grade which required additional teachers to be hired. We had 3 Head Start classrooms, 1 PreK 3 teacher with a morning and afternoon class, 4 PreK 4 classes, and 9 classes in Kindergarten, 1st, and 2nd grades. We had 1 resignation due to health issues; 4 resignations due to military/family moves; 3 teachers who moved within the district to another campus, and 1 non-renewal.

## **Staff Quality, Recruitment, and Retention Strengths**

Mentors for teachers new to the profession and buddies for those new to the district help to build positive relationships and assist with district and campus expectations.

Staff is supported by administration.

Staff is flexible and willing to adjust schedules to meet student needs.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Head Start and PreK follow their federal and state guidelines. All curriculum objectives for Kindergarten through 2nd grade are aligned with the Texas Essential Knowledge and Skills, or TEKS. The Fountas & Pinnell curriculum is being used in Kindergarten through 2nd grade. All teachers have been trained in the balanced literacy model and are using Guided Reading for small group instruction. The campus reading specialist is providing in-classroom support for guided reading, Fountas & Pinnell strategies, and response to intervention. Leveled Literacy Intervention is used to provide intervention to struggling students. The campus math specialist has provided training on Guided Math strategies and is providing in-classroom support for guided math instruction. Project Based Learning implementation has provided students with the opportunity to solve real world problems. All teachers have been trained to design learning experiences. We have a campus Design Team composed of the principal, assistant principal, instructional specialist, and one teacher from PreK, Kindergarten, 1st grade, and 2nd grade. This team assists with the PLC process, Project Based Learning, and data driven instruction.

## Curriculum, Instruction, and Assessment Strengths

Teachers are following Guided Reading and Guided Math working with students in small groups and focused stations.

The Leveled Literacy Intervention is providing the necessary intervention for students below reading level for their grade and has allowed students to make huge gains in their reading skills and levels.

Think Through Math, Lone Star Math, and TEMI are all math interventions and assessments used in the classrooms during RtI and Guided Math.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

# Technology

## Technology Summary

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

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

## Technology Strengths

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

# Priority Problem Statements

**Problem Statement 1:** Reading percentages from the beginning of year to end of year decreased.

**Root Cause 1:** Higher level of questioning caused reading percentages to decrease. Students perform well with fluency, but comprehension kept them from increasing levels.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Special Education referrals and number of students entering the program are increasing.

**Root Cause 2:** Not all students enter school in Head Start or PreK and are lacking the foundational skills which all learning is built upon.

**Problem Statement 2 Areas:** Demographics

# 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

## Accountability Data

- PBMAS data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- 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
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Study of best practices

# Goals

Revised/Approved: November 19, 2019

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

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

**Evaluation Data Source(s) 1:** Guided Reading checks, common assessments, MAP testing

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) The reading specialist and her paraprofessional will provide Tier III instruction through the Reading Lab for identified students.</p> <p>Classroom teachers will provide Tier II instruction during intervention time for identified students.</p>	Leann Jorda, Bayli Washington, Grade level teachers	Progress reports, report cards, running record levels (BOY, MOY, and EOY reports)				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>2) Assess and chart student progress on Guided Reading levels monthly. Reading specialist and paraprofessional will conduct beginning and end of year assessments.</p> <p>Classroom teachers will assess reading levels monthly.</p>	Leann Jorda, Bayli Washington, Classroom teachers	Percentage of students reading on or above reading level each month.  Student progress.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

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

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

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) The Math Specialist and paraprofessional will provide Tier III instruction through the Math Lab for identified students.</p> <p>Classroom teachers will provide Tier II instruction during intervention time for identified students.</p>	LynnAnn Smith, Jenny Rowell, Grade level teachers	Progress reports, report cards, progress report (BOY, MOY and EOY reports)				
<p><b>Comprehensive Support Strategy</b></p> <p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Utilize the iPads and laptops for use in online math programs: Lone Star Learning, Imagine Math, Splash Math, ToDo, Big Brains, and Blueprint (PK-1).</p>	Michelle Wiese, Amanda Williams, LynnAnn Smith, classroom teachers.	Improvement in math skills.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum</p> <p>3) Assess and chart student progress on assessments: Kindergarten through 2nd grade will use Imagine Math, MAP testing, and formative/summative common assessments.</p>	Math teachers, Lynn Ann Smith, Jenny Rowell	Improvement on progress reports (BOY-MOY-EOY assessments).				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						

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

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

**Evaluation Data Source(s) 3:** Use of Google Apps for Education by teachers, professional development by Innovation Specialist and Design Team.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Technology training by the integration specialist and technology during CTs, ILDs, faculty meetings, and after school trainings.</p>	Michelle Wiese, Amanda Williams, Integration Specialists	Effective technology integration will be identified through classroom lessons and activities.				
<p>2) Staff will be trained on digital resources such as Learning.com, Lone Star Learning, Istation reading, Imagine Math, StemSCOPES, TEKS Resource System, Think Central, Ah-Ha Math, and DMAC.</p>	Michelle Wiese, Lynn Ann Smith, Leann Jorda, Instructional Specialists	Student achievement on these resources; weekly reports from the digital resources; logins from additional resources.				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						

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

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

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

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Utilize Frog Street and CLI which will increase student engagement and learning.</p>	Michelle Wiese, PreK teachers, Head Start teachers	<p>CLI</p> <p>Improvement in performance from beginning of year to end of year.</p>				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>2) Provide monthly parent trainings to inform parents of available agencies to assist them with any needs, and trainings that will enable them to work with their children to assist with their education. Trainings will also address the importance of regular attendance.</p>	Michelle Wiese, Adria Perez	<p>Parents will attend trainings and will have more assistance with living situations.</p> <p>Parents will learn strategies to work with their children to improve their education.</p> <p>Parents will understand the importance of regular attendance and the effect it has on their child's education.</p>				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						

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

**Performance Objective 5:** Identify measures of accountability based on evidence of student learning that encourages professional development.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

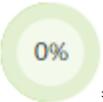
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Each student will create a digital portfolio with information from classroom work and PBL data to be shared with parents during Student Led Conferences.	Michelle Wiese, Classroom teachers, Innovation Specialist	The portfolio will showcase student learning throughout the year.				
<p><b>ESF Levers</b></p> <p>Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Each grade level will meet for 55 minutes one day a week to discuss student learning, strategies, PBL, data, assessments (common and formative), and/or professional development.</p>	Michelle Wiese, Amanda Williams	Teachers will have set aside time weekly to discuss data, create common assessments, and learn from one another in order to increase student performance in each classroom.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

## Goal 2: Provide a safe, healthy, secure, and orderly environment for students, family, and staff.

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

### Evaluation Data Source(s) 1:

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Character Counts lessons during weekly time with counselor.	Michelle Wiese, Amanda Williams, Shea Chambers (counselor) will ensure it happens.	Mrs. Chambers will meet with students on a rotating schedule during weekly enrichment times. She will help with character building through stories and activities.				
<b>Funding Sources:</b> 6300 Supplies & Services - 0.00, 211 Title 1 Funds - 0.00						
<b>ESF Levers</b> Lever 3: Positive School Culture 2) 2) Continued implementation of Conscious Discipline and Capturing Kids Hearts.	Michelle Wiese, Amanda Williams, Classroom teachers	Students and staff will feel a part of the school "family". Decrease in absences and tardies.  Decrease in discipline referrals.				
<b>ESF Levers</b> Lever 3: Positive School Culture 3) Work with district behavior specialist to implement choice boards, picture schedules, and first/then choices to decrease disruptive student behavior.	Classroom teachers, Michelle Wiese, Amanda Williams, Stacey Jones (behavior specialist)	Decrease in disruptive student behaviors.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Inviting parents to come into classrooms and share their job/information with students through PBL.	Michelle Wiese, Innovation Specialist, classroom teachers	Increased parent involvement.				
2) Meet the Teacher. Targeted Population: Parents of all student groups represented on the campus are targeted.	Michelle Wiese and PTO board will ensure it will happen.	A total number of parents who participate will be calculated. This total will meet or exceed 90% of the Evans parents. The function will take place in August 2019.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> 3) Reading, Math, and STEM family events that will empower parents/families to work with their child at home. These events will provide strategies and/or hands-on activities that will be made during the event.	Michelle Wiese, PTO Board, and classroom teachers will ensure it will happen	The total number of families will meet or exceed 85% of the Evans families.				
4) Student Led Conferences. Targeted Population: all students in Kindergarten through 2nd grade.	Michelle Wiese and classroom teachers.	Students will be prepared to share their learning with their parents during the Student Led Conferences.  Teachers will be available to assist students in their discussion and to answer any parent questions that might arise.  These will be held in May 2020.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Increased and varied strategies of parent communication: Google Classroom (3-5) Remind 101 Newsletters (classroom and campus) Class DOJO Campus and classroom webpages	Michelle Wiese, all teachers	Increase in parent communication and knowledge of student performance and classroom/campus activities.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

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

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Utilize the iPads and laptops for use in online math programs: Lone Star Learning, Imagine Math, Splash Math, ToDo, Big Brains, and Blueprint (PK-1).

# State Compensatory

## Budget for I.C. Evans Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 E 11 6119 00 104 0 34 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$101,031.00
199 E 11 6129 00 104 0 34 000	6129 Salaries or Wages for Support Personnel	\$22,273.00
<b>6100 Subtotal:</b>		<b>\$123,304.00</b>
<b>6300 Supplies and Services</b>		
199 E 11 6399 09 104 30 P00	6399 General Supplies	\$500.00
<b>6300 Subtotal:</b>		<b>\$500.00</b>

## Personnel for I.C. Evans Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ella Lewis	PreK paraprofessional	PreK	1.0
Jennifer Simmons	PreK teacher	PreK 3	1.0
Kristen Ford	PreK teacher	PreK 4	1.0
Lynn Ann Smith	Math Specialist	Math Lab	1.0
Sydney Herring	PreK teacher	PreK 4	1.0

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

A parent survey was sent in April 2019 through school messenger email. Reading and Math data throughout the year is provided. The Campus Improvement Team reviewed the results and determined the needs assessment.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Team, comprised of teachers, parents, community members, and business members, developed the Campus Improvement Plan.

### **2.2: Regular monitoring and revision**

The CIT meets quarterly during the school year. Revisions to strategies are made at any time necessary, but usually occur during this process as the CIT analyzes formative data and current student and teacher needs.

### **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is posted to our website where it is available to parents and the community. It can be translated into any language. If a parent does not have internet access or the language available is not one they speak, they may contact the school office to

request a hard copy of the plan and/or translation into their language.

## **2.4: Opportunities for all children to meet State standards**

ALL students are provided opportunities to engage in learning experiences that will ensure proficiency with meeting state standards. Teachers analyze data from common formative and summative assessments, reading levels, and MAP testing to adjust instruction for student needs.

## **2.5: Increased learning time and well-rounded education**

Professional development and in-house trainings are used consistently throughout the school year to ensure all students are successful and making progress with grade level standards. Instructional Rounds are held with each grade level to observe other teaching styles and strategies. Reading and Math specialists provide trainings and in-class support to help teachers better assess and address student needs. Collaborative Team meetings are held weekly for grade level teachers to collaborate, review data, create common formative and summative assessments, and share teaching and behavior strategies. Teachers also use this time to design lessons using the backward design from TEKS Resource System to strengthen instruction.

## **2.6: Address needs of all students, particularly at-risk**

ALL students have opportunities available for learning. Those with additional needs have strategies in place to assist with their learning.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The Campus Improvement Team create the parent and family engagement policy. The team consists of teachers, parents, community, and business members.

## **3.2: Offer flexible number of parent involvement meetings**

Parent involvement meetings for Head Start are held in the morning and afternoon on days scheduled with suggestions by parents. The fall and spring

parent involvement meetings are held at different times of the day to accommodate parent schedules.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bayli Washington	Paraprofessional	Title I Reading Lab	1.0
Jennifer Rowell	Paraprofessional	Title I Math Lab	1.0
Lynn Ann Smith	Teacher	Title I Math Lab	1.0
Marsha Howell	Paraprofessional	RTI Enrichment	1.0

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Michelle Wiese	
Classroom Teacher	Brittney Ellett	Kindergarten Teacher
Classroom Teacher	Stephanie Rodriguez	1st grade teacher
Classroom Teacher	Danae Garibaldi	Special Education Teacher
Classroom Teacher	Chandra Smith	PE Teacher
Parent	Melissa Hoepfner	Parent
Parent	Suzie Lynn	Parent
Business Representative	Merle Rodgers	Business Representative
Business Representative	Patricia Veal	Business Representative
Community Representative	Terri Koulovatos	Community Representative
Classroom Teacher	Tanna Anderson	PreK Teacher
District-level Professional	Brad Owen	Assistant Superintendent Human Resources

# Campus Funding Summary

<b>6300 Supplies &amp; Services</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>211 Title 1 Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00