

Evers Park Elementary



Campus Improvement Plan 2019-20

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Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Education Code 11.253(c); BQ (Legal)

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

Education Code 11.251(b), 11.253(b); BQB (Legal)

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

Education Code 11.253(g); BQB (Legal)

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

EVERS PARK ELEMENTARY EMPOWERING A COMMUNITY OF ENGAGED AND INSPIRED LEARNERS.

School Vision

Unites to achieve a common purpose and clear goals Works collaboratively to ensure student success Engages in ongoing professional conversation Shows a personal commitment to student achievement Celebrates our student and staff successes

School Values

We will mentor and support each other in our professional learning
We will have a positive attitude and have fun
We will base decisions on student needs
We will engage in student—focused communication that is open, honest, and respectful
We will promote our children, staff, and school throughout the community

WIG 1: Evers Park Elementary will improve our Tier 1 instruction through the use of high-quality, research-based practices as evidenced by:

- 80% - 85% or more of students (K-2) will be on level in reading, writing and phonological awareness by the end of the year (ELI, SELI).
- Increase the percentage of students making growth based on IStation BOY Predictions to STAAR
- Increase by 10% the number of students who are at approaching STAAR (all content areas) in all subgroups (Stoplight Elem. Report)
- Increase the percentage of students at Meets and Masters Grade Level Standard on STAAR (all content areas) by 5 % in all students and all subgroups (Stoplight Elementary Report)

Leads/Action Steps	Person(s)	Fund/\$/FTEs	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>LEAD 1 Develop and maintain a culture where learning remains our first priority.</p> <ul style="list-style-type: none"> ● Teachers will develop short term smart goals ● PLC that Works Training – Solution Tree Moving from Coordination to Collaboration ● Learning by Doing Book ● 2nd Grade Cadre ● K-5 Grade Mega Labs ● 3rd Grade Math Labs (Jennifer Hood and Courtney Lopez) ● Assessment team to lead teacher training during staff meetings (focus: feedback) <p>RESOURCES: Substitutes for Lucy Collaboration Days PLC Toolkit Material for Teachers</p>	<p>Classroom teachers Administrators Special Education Teachers Specialists Interventionist</p>	<p>TI:</p>	<p>PLC Strong Agendas/Minutes Team Notes Walkthrough data</p>	<p>Instructional Practices Students Outcomes Smart Goals/Smart Goals Evidence</p>	<p>September: Progressing December: Progressing</p>
<p>LEAD 2 Allocate appropriate resources that support a campus culture of learning.</p> <ul style="list-style-type: none"> ● Imagine Math, Reflex Math, 	<p>All staff</p>		<p>Walkthrough Data Lesson Plans</p>	<p>Decrease in number of Tier 3 student groups Increase in number of</p>	<p>September: Progressing December: Progressing</p>

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Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring
iStation, literacy library material, math tubs, library books/materials				Goals	students who know facts Increase in number of students reading on grade level	
<p>LEAD 3 Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery teachers through collaborative work.</p> <ul style="list-style-type: none"> ● Planning meetings ● Working with students ● Modeling lessons ● PLC Work ● Campus Committee Meetings ● Teacher training ● MTSS Strategies for struggling students ● Coaching (Megalabs) ● Planning/Interventions <p>Resources:</p>	Math Specialist Math Coach Reading Specialist Reading Interventionist Reading Recovery	SCE: \$90,000 FTEs: 1.5 TI: \$74,980.00 FTEs: Coaching Training (\$)	2 3 9	PLC Classroom Observations Agendas Schedules Lesson Plans	Student Outcomes	September: Progressing December: Significant Progress

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>LEAD 4 Refine Readers and Writers Workshop Model</p> <ul style="list-style-type: none"> ● Implementation of Lucy Calkins Reading and Writing Units of Study Reading and Writing K-4, 5th Reading (plus one writing unit), K/1 Phonics UoS 2nd Pre-Implementation Year(Phonics) ● Lucy Collaboration Days (focus on building conferring toolkits and using learning progressions to provide feedback and monitor student growth) ● Utilize PLDS within the Writing process for our ELL students to ensure language development. (Jimenez) ● Application to Reading and Writing Institutes (Teacher College)/Homegrown ● Early Literacy Conference <p>Resources: Reading Recovery ELC</p>	<p>Classroom teachers Specialists Interventionist</p>	<p>TI:</p>	<p>Lesson Plans Walkthroughs PLC Artifacts</p>	<p>Student Products PLC Work Rubric Writing Folders TELPAS</p>	<p>September: Progressing December: Significant Progress</p>
<p>LEAD 5 Refine the DMTSS Process</p>	<p>Teachers</p>		<p>Lesson Plans</p>	<p>MTSS Meetings</p>	<p>September:</p>

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<ul style="list-style-type: none"> ● Utilize the DMTSS district documents and protocols ● Progress monitor students who have been brought to DMTSS meetings (includes 504 and Sped) ● Maintain intervention data trackers to include students who are Tier 2 and 3 ● Run eStar DMTSS reports each 9-weeks (responsibility of administrators) ● INTERVENTION BLOCKS built into master schedule (2nd-5th) ● Intervention Groups (includes Gap filling, NOW intervention, and enrichment) ● Streamline interventions so that they are more targeted ● Progress monitor students who are in following subgroups: white, special education (Targeted) 	Teacher		Walk Throughs Aware Data Schedules Estar Reports DMTSS Meeting notes Intervention Tracker	PLC	September: Progressing December: Progressing
LEAD 6 Texas Lesson Study Cohort of 4th and 5th grade Math	4th and 5th grade Math	Title I Subs for one	Classroom Practices Lessons Designed	Student interviews will show a change over time	September: Progressing December: Significant Progress

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	Evidence of Implementation	Evidence of Impact	Progress Monitoring
teachers <ul style="list-style-type: none"> ● Group will focus on 4.3E The student applies mathematical process standards to represent and generate fractions to solve problems. <i>E. represent and solve + and - of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations.</i> 	teachers Math Coach Principal Region 11 facilitator	full day training Aug 26	Website with lessons and work	of student attitudes about Math Student achievement on 4.3E will increase	

WIG 2: Evers Park Elementary will improve the engagement social/emotional well-being of students and staff as evidenced by:

- **Staff Evidence:** Increase the overall Engagement Level from the 2018-2019 Employee Engagement Survey
- **Student Evidence:** Show an increase in the SE survey for 3-5 students from BOY to EOY (Panorama), established baseline of extracurricular involvement

Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>LEAD 1 Honor the dedication and professionalism of all staff by:</p> <ul style="list-style-type: none"> ● Face to face meetings with all staff two times per year to focus on engagement. 	Administrators			Administrator/Teacher One on One conferencing Schedule	Engagement survey Teacher Feedback	September: Progressing December: Progressing
<p>LEAD 2 Effectively communicate achievements and recognitions to the Denton ISD community through our use of internal and external communication.</p> <ul style="list-style-type: none"> ● Twitter Feed <p>Each grade level/team will have a Twitter account using the following</p> <ol style="list-style-type: none"> 1. twitter handles: @everskinder, @evers1st, @evers2nd, @evers3rd, @evers4th, @evers5th, @eversSped, @eversSpecialists, @eversSpecialAreas 2. Tweet a minimum of three times per week (per team) 3. Each tweet with include the following hashtags and handles: @eversparkelem @Tuckerlct 	All Staff			Social Media Posts/Usage	Usage rate of social media	September: Progressing December: Progressing

WIG 2: Evers Park Elementary will improve the social/emotional well-being of students and staff as evidenced by:

- Increase the overall Engagement Level from the 2018-2019 Employee Engagement Survey
- Show an increase in the SE survey for 3-5 students from BOY to EOY (Panorama)

Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>@EmilyManning1 #DentonISDDelivers #missionpossible</p> <ul style="list-style-type: none"> ● Face Book Page and Principal Corner Smore Newsletter used to highlight celebrations as well as a communication tool 						
<p>LEAD 3 Foster a positive, welcoming environment encouraging parent and community partnerships through parent outreach advocacy.</p> <ul style="list-style-type: none"> ● School-wide events ● Positively engaging parents when they are in the building. Responsibility of every staff member to greet any adult who is not a staff member in a positive way and see if they need help. ● Student clubs that focus on academics and leadership (GOBBOL, GOAL, Student Council, K-Kids, ACE, Run Club, Safety Patrol) 	All Staff			<p>Flyers Smore Emails Newsletters Social Media Clubs</p>	<p>Attendance Sheets Site Visits Social Media forwards Club Interests Club Memberships</p>	<p>September: Progressing December: Significant Progress</p>
<p>LEAD 4 Cultivate a community of engaged and inspired learners:</p>	All Staff			<p>Treatment Agreements Lesson Plans</p>	<p>Survey Data Increase in student</p>	<p>September: Progressing December: Progressing</p>

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Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring
<ul style="list-style-type: none"> ● Restorative Practices Attend RP training, Complete Classroom Treatment Agreements Select TA Ambassador Treatment Plan revisits and weekly goal setting First contact engage piece (greeting students at the door) 90 second sparks 2 minute connections Step in activities 2 green circles per nine weeks 1 yellow circle per nine weeks Learn about red circles <ul style="list-style-type: none"> ● Grades 3-5 will participate in the panorama SEL Universal screener BOY/MOY ● School MISSIONS ● SOAR ● 5th grade Gallup survey 				Social Media Posts Survey Data Announcements SOAR Tickets Missions Completed	engagement Lowered discipline referrals	
LEAD 5 Maintain an average daily attendance of 97% as a campus and as grade levels each 6 weeks as measured by the campus summary report. Implement Truancy Prevention Measures outlined by the	All Staff Attendance Committee Office PLC			Campus Summary Report Weekly Attendance Reports by Class	Students who are school are more engaged. Fidelity of interventions are successful.	September: Progressing December: Progressing

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Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>District Implement Truancy Prevention Measures created by Attendance Review Committee</p> <ul style="list-style-type: none"> ● Monthly drawings for perfect attendance ● Award to grade level with highest % average for the 6 weeks based on campus summary report ● Updates in SMORE newsletter ● Classroom Teachers reach out to students absent 2 consecutive Days ● Google Form to report attendance and tardy concerns to committee ● Perfect Attendance Flag for each classroom ● Daily Classroom incentives for students who are in class on time (Dojo, tickets, tokens, etc.) ● Perfect Attendance flags 						
<p>LEAD 6 Engage students in extracurricular clubs and organizations</p> <ul style="list-style-type: none"> ● Student clubs that focus on academics and leadership 	All staff / Special Areas to collect baseline data	Local		List of students by class and extracurricular club/organization they are involved in (inside and outside school)	Students who are in one or more extracurricular clubs/organizations feel more connected (survey/SEL data)	December: Progressing

<p>(GOBBOL, GOAL, Student Council, K-Kids, ACE)</p> <ul style="list-style-type: none">• Extracurricular opportunities offered on campus and through district/city (choir, honor choir, track meet, art contests, orchestra, STEAM club, book clubs, etc.)						
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Leads/Action Steps	Person(s)	Fund/\$/FTEs		Evidence of Implementation	Evidence of Impact	Progress Monitoring

**Texas Education Agency
2019 Closing the Gaps
EVERS PARK EL (061901112) - DENTON ISD**

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Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	13	18	72%	30.0%	21.6
Growth Status	17	17	100%	50.0%	50.0
ELP Status	1	1	100%	10.0%	10.0
Student Success Status	8	10	80%	10.0%	8.0
Closing the Gaps Score					90

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	y	y	y	N					y	y	N		N	y		
% at Meets GL Standard or Above	44%	35%	37%	54%	100%	43%	0%	25%	35%	45%	16%	43%	43%	45%		
# at Meets GL Standard or Above	117	17	32	61	2	3	0	2	66	31	6	6	88	29		
Total Tests (Adjusted)	268	49	87	113	2	7	2	8	190	69	38	14	204	64		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	y	y	y	N					y	y	N		y	y		
% at Meets GL Standard or Above	53%	47%	52%	57%	50%	71%	50%	38%	47%	64%	18%	57%	52%	55%		
# at Meets GL Standard or Above	142	23	45	64	1	5	1	3	89	44	7	8	107	35		
Total Tests (Adjusted)	268	49	87	113	2	7	2	8	190	69	38	14	204	64		
Total Indicators															13	18
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	y	y	y	y					y	y			y	y		
Academic Growth Score	77	77	81	74	100	75	100	83	75	82	72	72	77	76		
Growth Points	131.0	28.5	39.5	51.5	1.0	4.5	1.0	5.0	82.5	28.0	16.5	6.5	99.0	32.0		
Total Tests	170	37	49	70	1	6	1	6	110	34	23	9	128	42		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	y	y	y	y					y	y	y		y	y		
Academic Growth Score	89	85	94	84	100	100	100	100	90	98	78	89	88	90		
Growth Points	161.5	31.5	55.5	60.5	1.0	6.0	1.0	6.0	110.0	45.0	19.5	8.0	123.0	38.5		
Total Tests	182	37	59	72	1	6	1	6	122	46	25	9	139	43		
Total Indicators															17	17
Graduation Rate Status **																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Graduated																
# Graduated																
Total in Class																
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										y						
TELPAS Progress Rate										46%						
TELPAS Progress										57						
TELPAS Total										123						
Total Indicators																
Student Success Status																
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Target Met	y	y	y	N					y	y	N	y	y	y		
STAAR Component Score	50	46	47	56	72	63	33	32	44	55	19	44	49	56		
% at Approaches GL Standard or Above	76%	74%	75%	79%	100%	80%	60%	64%	73%	80%	36%	70%	75%	80%		
% at Meets GL Standard or Above	48%	43%	42%	56%	67%	65%	40%	27%	40%	54%	16%	43%	46%	55%		
% at Masters GL Standard	27%	21%	24%	33%	50%	45%	0%	5%	20%	32%	5%	19%	26%	33%		
Total Tests	723	135	234	301	6	20	5	22	506	185	102	37	548	175		
Total Indicators																
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	8	10
Target Met																
% Students meeting CCMR																
# Students meeting CCMR																
Total Students																

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS EIs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

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Total Indicators																
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	289	57	93	119	2	8	2	8	208	72	42	14	209	80		
Total Tests	289	57	93	119	2	8	2	8	208	72	42	14	209	80		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	288	57	92	119	2	8	2	8	207	71	42	14	209	79		
Total Tests	288	57	92	119	2	8	2	8	207	71	42	14	209	79		

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).
 + Ever HS EIs are included in the Federal Graduation Rate
 - Indicates there are no students in the group.



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

▫ Forecast Report	▫	
▫ Attendance CSR	▫	
▫	▫	
▫	▫	
▫	▫	

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

n	Diverse campus
n	Avg teacher exp higher than district
n	Strong ident of EcoDis students with 73.87%
n	Attendances starts and ends strong
n	
n	
n	
n	
n	
n	
n	

Needs

n	Sped pop is higher than dist average
n	
n	Attendance continues to decline between 2nd and 5th reporting
n	
n	
n	
n	
n	
n	
n	

Summary of Needs

Evers Park has a strong beginning and end student attendance with 97.25% and 97.45%, respectively. As the year progresses, however, student attendance experiences a steady decline (95.91, 95.77, 95.53, 95.52). This shows that students start off strong and finish strong but taper off attendance throughout school year. Campus needs to identify why this is a trend and work on communicating the importance of attendance to families as well as provide incentives to motivate good attendance.

n	
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Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- ⁿ State Assessment Data
- ⁿ TELPAS and AMAO Results
- ⁿ SAT/ACT/PSAT Results
- ⁿ Advanced Course/Dual Enrollment Data
- ⁿ Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- ⁿ State and AYP Data Tables
- ⁿ Texas Success Initiative (TSI) Data
- ⁿ Course/Class Grades
- ⁿ Graduation, Completion, Dropout, and GED Rates; Diploma Types
- ⁿ Promotion/Retention Rates
- ⁿ Classroom and Program Assessments and Other Data
- ⁿ Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

ⁿ ELI/SELI data	ⁿ
_____	_____
ⁿ STAAR data	ⁿ
_____	_____
ⁿ	ⁿ
_____	_____
ⁿ	ⁿ
_____	_____
ⁿ	ⁿ
_____	_____



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

• Employee Engagement Survey	•
_____	_____
•	•
_____	_____
•	•
_____	_____
•	•
_____	_____
•	•
_____	_____

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Principal or direct supervisor is willing to listen to new ideas.

- n Supervisor identifies opportunities for professional growth and improvement.

- n Principal or direct supervisor clearly communicates his or her expectations of job performance.

- n Employer encourages continued education and professional growth.

- n

- n

- n

- n

- n

- n

- n

Needs

- n Constructive feedback from principal or direct supervisor to improve performance.

- n Feelings of appreciation for work.

- n Fair implementation of policies across school by principal or supervisor.

- n Leadership opportunities in school.

- n

- n

- n

- n

- n

- n

- n

Summary of Needs

- n Provide everyone with constructive feedback (including staff and paraprofessionals).

- n Determine different ways throughout the school year to show appreciation for all staff members.

- n Identify the different policies that are not implemented in a consistent matter.

- n

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Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

▫ Forecast Report	▫	
▫ Teacher Certification	▫	
▫	▫	
▫	▫	
▫	▫	

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

n Tchr avg experience is higher than
district

n

n All teachers are highly qualified

n

n Almost all teachers are ESL
certified

n

n

n

n

n

Needs

n Continue to hire highly qualified
teachers

n

n Goal is to have 100% teachers ESL
certified

n

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Summary of Needs

n The average years experiences of teachers at Evers Park is higher than
that of the district which is indicative of teachers who are happy where
they are and do not want to move. This is vital of continuity with
curriculum and professional development.

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Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

▫ ELI/SELI	▫ Zone Assessment Data
▫ STAAR Assessment Data	▫ STAAR SIM Data
▫	▫
▫	▫
▫	▫

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- n Writing Compositition

- n All grade levels have UOS units for reading and writing

- n Kinder and 1st have phonics units

- n Meets levels for math in 4th and 5th are 50% or higher

- n

- n

- n

- n

- n

- n

- n

Needs

- n Fractions

- n Geometry

- n Measurement

- n Big rocks in reading- Main idea, inference... are still low performing

- n Grammar

- n

- n

- n

- n

- n

- n

- n

Summary of Needs

- n Manipulative tubs developed for each grade level

- n Fraction and Geometry PD/Mega labs

- n Make sure all grade levels incorporate grammar in their teaching plans

- n Scheduling to make sure time is given to grammar and handwriting TEKS

- n Direct teaching and/or If then units created for Big Rocks in LA.

- n Poetry If Then Units created

- n

- n

- n

- n

n



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
-

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

▫ Julie Sacharko <hr/> ▫ <hr/> ▫ <hr/> ▫ <hr/> ▫ <hr/>	▫ Hailey Caraway <hr/> ▫ <hr/> ▫ <hr/> ▫ <hr/> ▫ <hr/>
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Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

n October Math Night

n February Literacy Night

n PTA meetings

n Choir Performances

n Carnival

n EOY Water Works

n Ready Rosie

n Field Day

n Foster grandparent program

n Robson Ranch Mentors/ Watch Dogs

Needs

n Adopt a school

n bilingual parenting classes

n restorative practices for parents-
bilingual and english

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Summary of Needs

n Evers has many activities that do involve community members and

n parents. However, it may be beneficial to school and family

n relationships to be able to offer some bilingual parenting classes.

n Parenting classes for bilingual and english parents that could connect

n to restorative practices that we do at school.

n Also, having a Adopt-a-School program may help to involve the

n community more and get more businesses involved.

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School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Libr
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Pro
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

▫ current staff roster	▫
_____	_____
▫ current schedule	▫
_____	_____
▫ MTSS data	▫
_____	_____
▫	▫
_____	_____
▫	▫
_____	_____

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Teaming our bilingual 4th and 5th grade teachers has proven to be very effective. Students have excelled.

Needs

Our work with restorative practices has caused us to shift how we think and do things. Our school is in need of adding to our existing counseling dept so that our students mental health can be addressed effectively.

Teachers were happy with our master schedule this year and requested to keep it the same.

3rd grade data is showing that our teachers and students would benefit from teaming. Our Math scores have continued to decline and our reading scores also went down. Teachers are working very hard but it is difficult for them to be highly effective when they teacher every content area.

Summary of Needs

Restorative practices have been implemented and are somewhat effective. Our school is in need of more resources in the form of personnel to address the social/emotional needs of the students we serve. Due to this need, our campus has elected to hire a student assistance counselor.

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Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Impleme
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholder
-

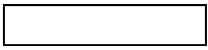
Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

▫ Staff survey	▫
_____	_____
▫ Staff members	▫
_____	_____
▫	▫
_____	_____
▫	▫
_____	_____
▫	▫
_____	_____

n



Demographics

Evers Park has a strong beginning and end student attendance with 97.25% Students in our K-2nd grade bilingual classes are performing

Student Achievement

School Culture and Climate

Provide everyone with constructive feedback (including staff and paraprofess
Determine different ways throughout the school year to show appreciation fo
Identify the different policies that are not implemented in a consistent matter

Teacher Quality

The average years experiences of teachers at Evers Park is h

Curriculum, Instruction and Assessment

Manipulative tubs developed for each grade level
Fraction and Geometry PD/Mega labs
Make sure all grade levels incorporate grammar in their teaching plans
Scheduling to make sure time is given to grammar and handwriting TEKS
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Poetry If Then Units created

Family & Community Involvement

Evers has many activities that do involve community membe
parents. However, it may be beneficial to school and family
relationships to be able to offer some bilingual parenting clas
Parenting classes for bilingual and english parents that could
to restorative practices that we do at school.
Also, having a Adopt-a-School program may help to involve t
community more and get more businesses involved.

School Context & Organization

Restorative practices have been implemented and are somewhat effective.

Technology

O There are not enough headphones that work adequately in th
Computers:
Slow and outdated
Several have broken sound bars
Several are not functioning properly or are broken
Staff has no procedure for replacement of broken doc camer

Campus Leadership Team (CLT) – 2019-2020

CLT Members

Role	Name
Teacher	Luis Restrepo (K) Year 1
Teacher	Juan Borda (1 st Bilingual) Year 2
Teacher	Enid Ortez (2 nd Bilingual) Year 2
Teacher	Carissa Moore (3 rd) Year 2
Teacher	Grace Young (4 th) Year 1
Teacher	Jennifer Carter (5 th) Year 2
Campus-Based Nonteaching Professional	Courtney Lopez (Math Specialist) Year 1
Campus-Based Professional Staff	Angela Cope (Special Education) Year 1
District-Level Professional	Darby Ahlfinger
Parent Rep	Melinda Gutierrez
Assistant Principal	Emily Manning
Principal	Linda Tucker
Business Rep	Nancy Vargas (Target)
Business Rep	Melody Mcauliffe (Davanti Salon)

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
9/05/19	3:30-4:30 PM	Evers Park Library
11/07/19	3:30-4:30 PM	Evers Park Library
12/05/19	3:30-4:30 PM	Evers Park Library
2/06/20	3:30-4:30 PM	Evers Park Library
3/05/20	3:30-4:30 PM	Evers Park Library
4/02/20	3:30-4:30 PM	Evers Park Library
5/07/20	3:30-4:30 PM	Evers Park Library

