Evans Elementary School Improvement Plan

Jul 01, 2021 - Jun 30, 2023

Current Reporting Date: Nov 15, 2021

Evans Elementary School Contact Information

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School 4

Evans Elementary School

School Overview - Evans Elementary School is located in Eastern El Paso County in School District 49. We are a public elementary school serving approximately 625 students in grades PreK-5. At Evans Elementary, students are inspired to collaborate, learn, and grow through personalized learning opportunities that allow students to achieve mastery at individual paces, paths, and places. All students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students participate in Art, Music, PE, and technology classes. We offer full day kindergarten to all students who have reached their fifth birthday by August 15th. Evans also has a strong English Language Development program that services approximately 10% of our school population. In addition to providing SLD (specific learning disability) and Speech-Language services, Evans has a center-based program that provides services for students designated SSN (Significant Support Needs). All staff is highly qualified each year. Staff is retained through a variety of instructional support systems and through staff development provided throughout the year along with ongoing feedback from administrators and the Instructional Coach.

Evans Elementary is rated by the Colorado Department of Education as an "Improvement" school as we are categorized as "Approaching" in both Academic Achievement and in Academic Growth on the School Performance Framework. We are also a school-wide Title I school with approximately 56% of students qualifying for free or reduced lunch.

Assessment Participation - We met the state assessment participation rate as more than 95% of our students participated in taking the 2019 CMAS assessments in ELA, Math, and Science.

Process and Stakeholder Involvement - The Evans Elementary Building Leadership Team (BLT) reviews current and trend data to determine major improvement targets. This group of professionals consists of General Education teachers from each grade level and the enrichment team, a Special Education teacher, an Instructional Coach, and Principal. As a team, we meet to analyze data, identify needs and challenges, and isolate root causes. The BLT members share the information with their grade level teammates during Professional Learning Community (PLC) meetings and communicate questions or concerns back to the BLT. From there, a Data Dig is conducted to further analyze our data as a community to include parents, district specialist, the district assessment coordinator, a School Advisory Committee (SAC) representative and Evans Elementary staff. Our data is presented in multiple ways to identify curriculum and instructional needs, subgroup needs, trends, and possible root causes. Furthermore, the administration team meets with the SAC to share results and collect specific input and provide feedback. The BLT meets quarterly with the SAC to review our Improvement Plan, to analyze progress monitoring data, and to make adjustments to our action steps if necessary. The SAC reviewed the final improvement plan for the 2020-2021 and 2021-2022 school years on September 15, 2020 and May 5, 2021.

Data Review and Identified Opportunities for Improvement - In ELA and Math, Evans Elementary School has not demonstrated consistent achievement on the CMAS test for the last three years this assessment was given. We have 'approached' expectations for all subgroups for achievement, with the exception of our students with disabilities and English learners (they have not met expectations for achievement in either subject.) In Math and ELA, Evans Elementary School also had a decrease in academic growth on the 2019 CMAS assessment overall. All students and subgroups "approached" expectations with a median growth percentile in the range of 44-49. The only exception is the subgroup of students with disabilities, who did not meet expectations with a median growth percentile of 27.5 in ELA and 32.5 in Math. Local assessment data for ELA and Math indicate similar progress and achievement. Our Acadience Reading scores indicated medium percentages of students at benchmark or higher across all grade levels. While they demonstrated significant growth, the percentage of our students with disabilities and our culturally and linguistically diverse students that reached benchmark was not as high as other subgroups.   STAR 360 data also indicated students did not reach desired end of year benchmarks in 3rd - 5th grades. In 2019, on our annual culture and climate survey, only 78% of students indicated they feel safe at school and 81% of students indicated they have an adult they trust at school. Additionally, our percent of daily student attendance was 93%, with over 90 students missing 12 or more days of school

during the 2019-2020 school year. Based on our comprehensive needs assessment and data review, we have identified the following opportunities for improvement - students with disabilities and CLDE students need to demonstrate increased rates of growth; all students need to demonstrate higher levels of proficiency and growth in Math; and all students need to feel welcomed and safe at school.

Root Cause Identification and Verification - After careful analysis of a variety of data sources - SPF, CMAS, and local data sources (Acadience Reading and Math, STAR 360, culture and climate surveys, etc.) - we identified and verified the following root causes:

1) Personalized Learning Opportunities - Teachers and paraprofessionals continue to need training, resources, and assessments to effectively personalize learning for students and provide intervention to address achievement and growth gaps.

2) Culture and Climate - All staff members need to continue to develop the capacity to build relationships with students and families and to create learner-centered cultures within all classrooms.

These root causes were examined and verified by assessment data and perception data, with input from the building leadership team, and reviewed by the School Accountability Committee (SAC).

Action Plan 4.1   Progress 0%

Student Success

Build firm foundations in literacy and math: Evans staff will engage in all aspects of the ELG grant and implement processes to increase the knowledge and implementation of instructional strategies in literacy and math. Implement CKLA and Eureka Math school wide with fidelity as Tier 1 core literacy and math instruction. Increase teachers' capacity to implement instructional strategies aligned to the Colorado Academic Standards.

Associated Root Cause(s)
Personalized Learning Opportunities

Local Accountability Indicator Area
Student Learning

Updated on Oct 14, 2020 12:55:03

At Evans, we have focused on the routines and procedures in classrooms that will maximize instructional time. Our teachers have done an amazing job re-teaching our kids how to be students after this unprecedented break from school. Our literacy consultant and zone math coach came to do walkthroughs and observed excellent practices last week. Teachers are using new COVID-safe ways to get students engaged with the curriculum and their peers. We are focusing on clear learning intentions that students are aware of and can articulate and our next step in the Visible Learning journey includes the implementation of success criteria in every classroom.

Project (Goals) 4.1.1

Jul 01, 2020 - Jun 30, 2021   Progress 0%

SY 21-22: Increase proficiency in Reading and Math for grades K-5 at EES

Updated on Sep 29, 2020 16:59:20

This is the first year implementing STAR 360 at Evans

Project (Goals) 4.1.2

Jul 01, 2021 - May 31, 2022   Progress 0%

SY 21-22: All teachers, including new hires will be endorsed be the Colorado Department of Education (CDE) in reading by completing LETRs training.

Checklist (No Weighting) : 0/3
- Register new teachers for LETRs training
- Book trainer for PD days, get sub coverage for enrolled teachers
- Follow up with implementation discussions through planning and observation feedback sessions

Resources
Early Literacy Grant funds

Project (Goals) 4.1.3

Jul 01, 2021 - Jun 01, 2022   Progress 0%

SY 21-22: Hire instructional coach to provide specific feedback and coaching to teachers on best literacy instructional practices.

Checklist (No Weighting) : 0/2
- Provide staff training in effective instructional practice, implementation of CKLA, and creating an environment/culture of high expectations focused on students.
- Lead data meetings every 6 weeks to ensure that we're making appropriate adjustments to instruction based on students' needs.

Resources
Early Literacy Grant funding

Project (Goals) 4.1.4

Jul 01, 2021 - Jul 01, 2022   Progress 0%

SY 21-22: Evans staff will engage in all aspects of the Early Literacy Grant to build sustainable instructional practices.

Checklist (No Weighting) : 0/3
- Observation and feedback visits with Early Literacy Consultant
- Data meetings every 6 weeks to review progress monitoring, and use the data to adjust plans for instructional changes in classroom and intervention instruction
- Purchase Amplify/Dibels for 4th and 5th grade students to ensure we have progress monitoring and benchmark fidelity throughout the entire continuum of students

Resources
Title 1 funds for Amplify/Dibels: $3400

Project (Goals) 4.1.5

Jul 01, 2021 - Jul 01, 2022   Progress 0%

SY 21-22: Hire key personnel to support best instructional practices

- ELD para

- Gen ed para

- 2 classroom teachers

- G/T Coordinator

Checklist (No Weighting) : 0/5
- ELD para will support ELD teacher and case load of 33 students with small group instruction via a pull out and push in model
- Gen ed para will provide early literacy intervention for struggling k-2 students
- Math interventionist will pull small groups at all grade levels to focus on math instruction and will collaborate with teachers and monitor data to drive instructional decisions
- Classroom teachers will decrease class sizes at 1st and 5th grades
- G/T Coordinator will create Advanced Learning Plans for gifted students, provide extension opportunities, and coach teachers in supporting gifted learners in the classroom

Resources
Title funds: $115,415 in salaries and $44,116 in benefits

Project (Goals) 4.1.6

Jul 01, 2021 - Jul 01, 2022 | Progress 0%

SY 21-22: Provide 5th graders with the opportunity to engage in the New Trails program that is instructionally based on the Movement Method. Movement Method provides hands-on experiential learning that otherwise may be unattainable for students from low income families. Through this program students get the opportunity to use building tools and materials to engage in their core curricular learning, develop community fundraising opportunities, and promote 21st century skills that tie into a STEAM philosophy. These materials are unique compared to a regular core classroom as they are utilized outdoors in an open air setting and may need added training, time, and supervision.

Checklist (No Weighting) : 0/3
- Purchase supplies for Movement Method classroom and instruction
- Observe and track progress monitoring trends and outcomes
- Adjust instruction based on literacy and math benchmark data if results show growth and/or achievement is lacking
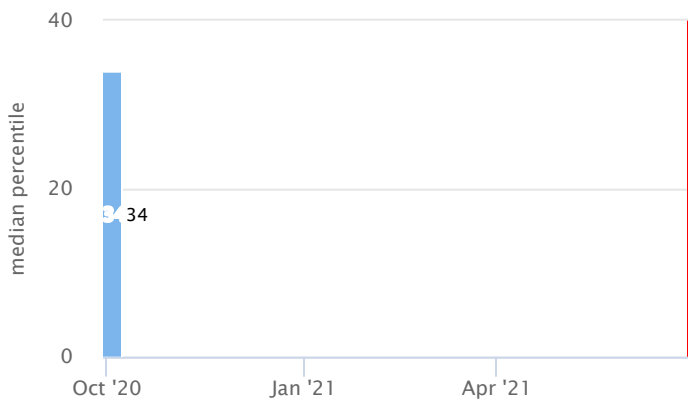
Resources
Title 1 funding for supplies: $8,000

STAR 360 Reading 3-5

Data collected from the Consolidated Progress Report measuring the Median Percentile Rank on Star Reading Enterprise
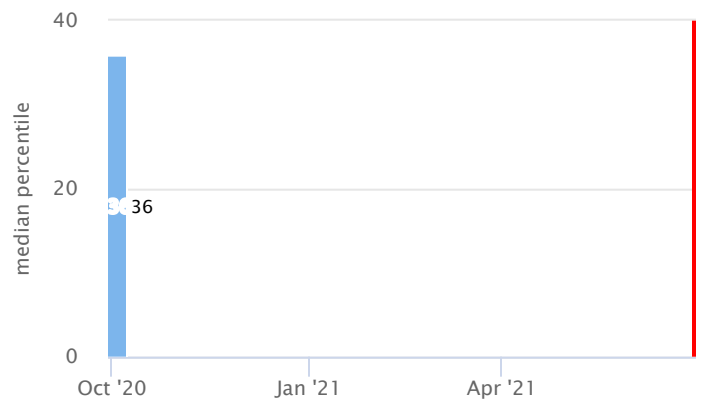
Last Update: Sep 29, 2020 16:49:31

● **Actual**

— **Target:** 0 | **Milestone Date:** Jun 30, 2021

STAR 360 Math 3-5

Data collected from the Consolidated Progress Report measuring the Median Percentile Rank on Star Math Enterprise

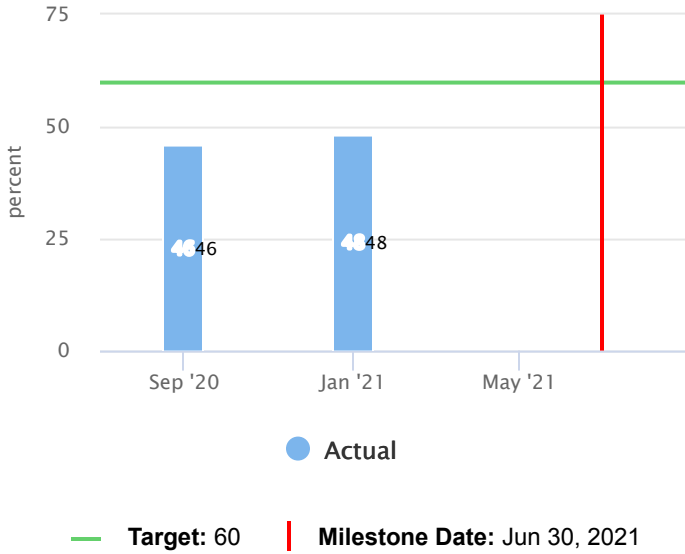*Last Update: Sep 29, 2020 16:50:15*

● **Actual**

— **Target:** 0 | **Milestone Date:** Jun 30, 2021

Acadience Reading

Data collected using the Comparing Measures Composite Score to determine the percentage of students At or Above Grade Level in Reading
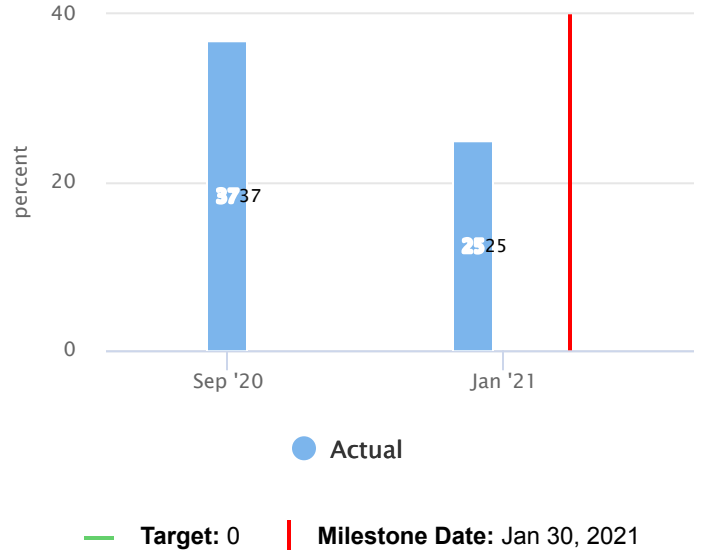
Last Update: Jan 07, 2021 15:35:38

Target: 60   **Milestone Date:** Jun 30, 2021

Acadience Math K-2

Data collected using the Composite Score to determine percentage of students At or Above Grade Level in Math

Last Update: Jan 15, 2021 21:20:00

Target: 0   **Milestone Date:** Jan 30, 2021

Action Plan 4.2   Progress 17%

People

Improve campus culture to increase teacher efficacy, instructional efficiency, and family engagement.

Associated Root Cause(s)
Culture and Climate

Local Accountability Indicator Area
School Culture

Project (Goals) 4.2.1

Jul 01, 2020 - Jun 30, 2021   Progress 66%

SY Increase employee engagement

Checklist (Equal Weighting) : 2/3
- ~~Conduct 30/90 day rounds with new employees~~
- Complete 2 rounds with each employee
- ~~Rollout EE results with staff~~

Updated on May 23, 2021 13:21:02

Changes in checklist result in an update in status and/or progress

Previous
[X] Conduct 30/90 day rounds with new employees
[] Complete 2 rounds with each employee
[X] Rollout EE results with staff

Updated
[X] Conduct 30/90 day rounds with new employees
[] Complete 2 rounds with each employee
[X] Rollout EE results with staff

Project (Goals) 4.2.2

Jul 01, 2021 - Jul 30, 2022   Progress 0%

- SY 21-22: Refresh the PBIS program to motivate and celebrate student effort, achievement, and positive behaviors

Checklist (No Weighting) : 0/3
- Create a PBIS committee of staff members
- Recognize student successes in quarterly assemblies
- Create immediate and meaningful rewards for students meeting/exceeding school-wide behavior expectations

Project (Goals) 4.2.3

Jul 01, 2021 - Jul 01, 2022   Progress 0%

SY 21-22: Provide Professional Development for entire staff regarding school culture and climate. Boys Town Training will guide us in setting up a consistent school-wide intervention strategy that focuses on managing behavior, building relationships, and teaching social skills. We will follow up with reinforcing discussions and trainings throughout the year to emphasize preventive and proactive practices rather than reactive responses to deal with student behavior. The Renaissance training will also provide support in recognizing and celebrating student achievement, while addressing and correcting negative behaviors.

Checklist (No Weighting) : 0/2
- Coordinate BT training in late July for all staff professional development
- Reinforce practices via modeling, observation feedback discussions, and follow up PD sessions

Resources
Title 1 funding: $8000

Project (Goals) 4.2.4

Jul 01, 2021 - Jul 01, 2022   Progress 0%

SY 21-22: Hire key personnel to support culture improvement

- Teacher on special assignment: School-based behavior interventionist

- Lunch monitor

- Technology stipend for teacher to coach staff on tools and tips and to support tech needs and issues that hinder instruction

- Stipends for Building Leadership Team members who support leadership initiatives at each grade level and team

Checklist (No Weighting) : 0/2
- TOSA: School-based behavior interventionist will lead social-emotional learning in classrooms, create and support school-wide behavior management system, and create and promote a school-wide PBIS system
- Lunch monitor will provide extra supervision during our most high need periods (recess and lunch)

Resources
Title 1 Funds: $ 70,674 in salaries, $26,403 in benefits

Employee Engagement survey

Last Update: Oct 05, 2020 18:42:10
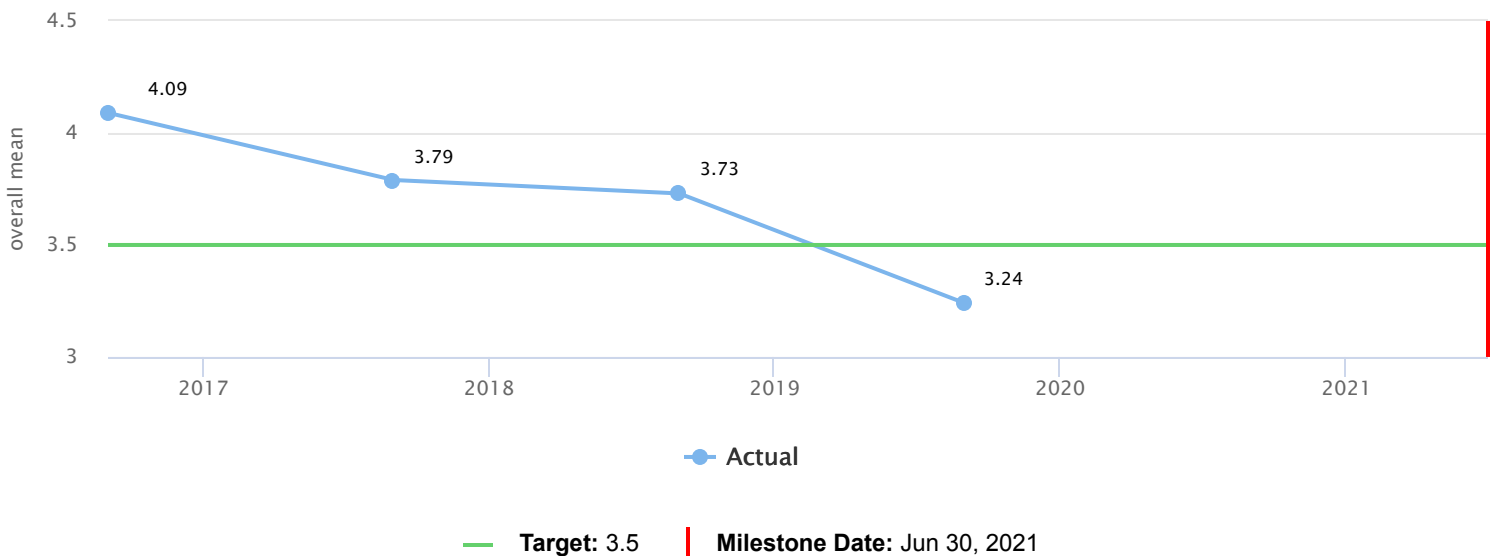
Action Plan 4.3 `Progress 13%`

Service

Partner with our school community to highlight, empower and increase the educational success and engagement with our student population.

Associated Root Cause(s)
Culture and Climate

Local Accountability Indicator Area
School Culture

Project (Goals) 4.3.1

`Jul 01, 2020 - Jun 30, 2021` `Progress 40%`

Updated on Mar 04, 2021 15:30:29

√ PAWSative referral program

SY21 Increase participation and satisfaction among stakeholders

Checklist (Equal Weighting) : 2/5
- Grow PTO to 6 active members
- ~~PAWSative referral program~~
- Increase number of positive parent phone calls
- Increase opportunity for family support and involvement
- ~~Improve response time to parents via phone and email~~

Project (Goals) 4.3.2

`Jul 01, 2021 - May 31, 2022` `Progress 0%`

SY21-22 Continue to host Community Engagement Events to increase communication and collaboration between school and home, to promote literacy and math practices at home, and to promote community resources and partnerships that benefit families.

Checklist (No Weighting) : 0/4
- Halloween- trunk or treat event
- Literacy Week- Dr Seuss event
- End of year- Multicultural event
- Love and Logic Parenting classes

Plan Details
Engage community partners and families with three Evans events that promote literacy and math, a Love and Logic course, and a community book study for all students and families.

Resources
Title 1 funds: $7226

Project (Goals) 4.3.3

Jun 01, 2021 - Jul 01, 2022   Progress 0%

- SY 21-22: Continue to promote Evans out in the community to increase pride and affiliation among our families and to increase choiced in enrollment numbers.

Checklist (No Weighting) : 0/4
- Evans swag- purchase Evans giveaways for families and community (magnets, yard signs, t-shirts)
- Kindergarten Roundup- promote event around community to invite incoming kindergarten families in to showcase Evans, meet the teachers, and assist with district registration
- Collaborate with Communications dept to ensure Evans is recognized on the district website
- Purchase Google ads to direct potential online customers to our website to schedule tours
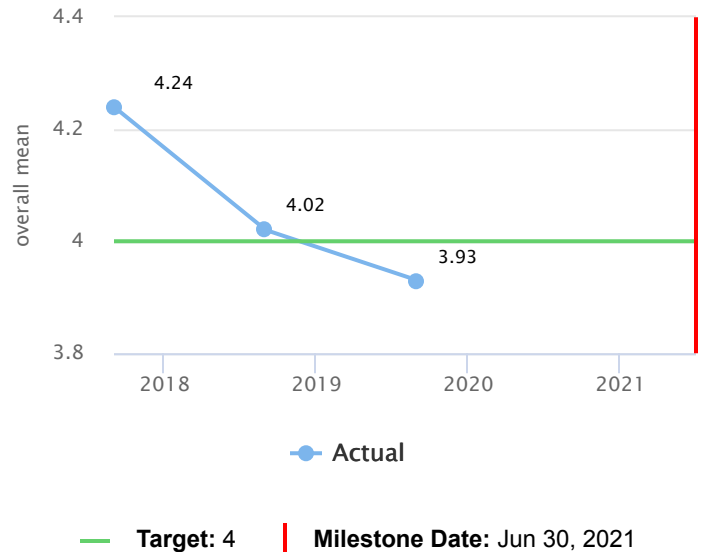
Parent Satisfaction Survey

Last Update: Oct 05, 2020 20:20:01

Values: 4.05, 4.09, 3.95, 3.94

—— **Target: 4** | **Milestone Date:** Jun 30, 2021
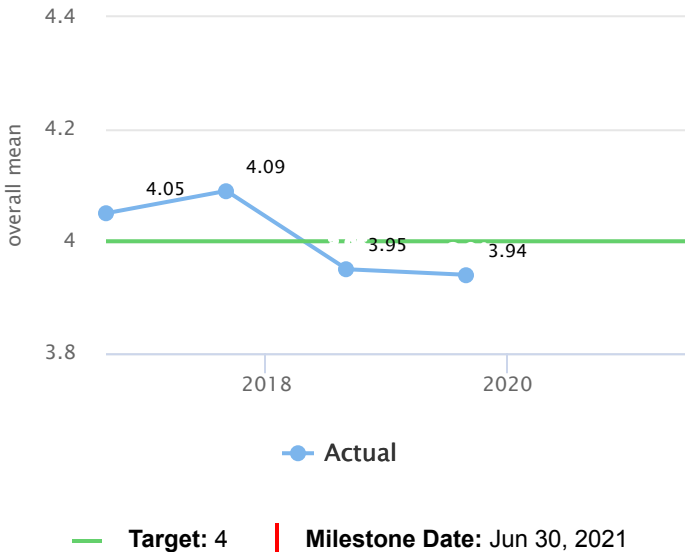
Student Engagement Survey

Last Update: Oct 05, 2020 20:20:47

Values: 4.24, 4.02, 3.93

—— **Target: 4** | **Milestone Date:** Jun 30, 2021

Action Plan 4.4   Progress 17%

Innovation & Growth

Refine our intervention systems to support all students to meet reading and math benchmarks.

Associated Root Cause(s)
Personalized Learning Opportunities

Local Accountability Indicator Area
Student Learning

Project (Goals) 4.4.1

| Jul 01, 2020 - Jun 30, 2021 | Progress 50% |

Updated on Mar 04, 2021 15:30:55

√Provide excellent customer service

√Increase student success measures

SY21 Increase school enrollment and culture

Checklist (Equal Weighting) : 2/4
- ~~Increase student success measures~~
- Increase social media and D49 websit presence and positive ratings
- ~~Provide excellent customer service~~
- Review choic-in student numbers quarterly

Project (Goals) 4.4.2

| Jul 01, 2021 - Jul 01, 2022 | Progress 0% |

SY 21-22: Data meetings every 6 weeks to dive into data, collaborate with team, and make adjustments to instruction to provide personalized learning opportunities for all students.

Checklist (No Weighting) : 0/3
- Schedule meetings for the entire year and invite grade level teams
- Prepare teams for data discussion with training on progress monitoring and data card recording
- Admin and coach develop meeting protocols and agendas that include driving instructional changes based on data conclusions

Project (Goals) 4.4.3

| Jul 01, 2021 - Jul 01, 2022 | Progress 0% |

SY 21-22: Hire full time interventionists to monitor intervention data and continuously reconfigure groups and objectives to meet the changing needs of learners.

Resources
Early Literacy Grant funding for literacy interventionist and Title 1 funding for math interventionist ($64,585 in salary + $25,384 in benefits) and Title 1 funding for ST Math program ($5,000)