

**Goose Creek Consolidated Independent School District**  
**George Washington Carver Elementary**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

G.W. Carver Elementary is a professional learning community that desires to collaborate with parents, students, and teachers to promote academic, emotional, and social growth of each student.

# Vision

To become a student-focused professional learning community with community and school working as one with the goal of student success, safety and rigorous standards for all.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	6
School Processes & Programs .....	7
Perceptions .....	9
Comprehensive Needs Assessment Data Documentation .....	10
Goals .....	13
Goal 1: Carver Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success. ....	13
Goal 2: Carver Elementary will provide a well-balanced and appropriate curriculum to all students. ....	15
Goal 3: Carver Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma. ....	17
Goal 4: Carver Elementary will provide and maintain a safe, positive learning environment. ....	18
Goal 5: Carver Elementary will recruit, develop, and retain highly effective personnel. ....	19
Goal 6: Carver Elementary will establish and maintain parental and community partnerships in education to enhance student achievement. ....	20
Goal 7: Carver Elementary will provide the technology infrastructure and tools to maximize student achievement. ....	22
Comprehensive Support Strategies .....	23
2018-2019 Needs Assessment Team .....	25
Campus Funding Summary .....	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics:

- The student population is 18.02% African-American, 7.15% Anglo, 2.61% Asian, 72.21% Hispanic, with a low socioeconomic status of 89.7%.
- The staff population is 21.43% African-American, 42.86% Anglo, 0% Asian, 35.71% Hispanic, 10% male and 90% female.
- 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

Staff Quality, Recruitment, and Retention:

- Relationship building will continue to be a focus to retain.

### Demographics Strengths

Demographics:

- We are developing plans to provide interventions/enrichment for all students attending Carver.
- Many of the different district departments have worked closely with us to help our students and we are now incorporating strategies/interventions to meet the needs of Carver's students.
- The RTI process has been revamped and consistent.
- Portfolios to be used this year to document student progress/data to determine a cohesive prescription measures, if needed, through the PLC process interventions/enrichment guaranteed for all students.

Staff Quality, Recruitment, and Retention:

- Created an interview process to make the hiring process more effective.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Provide appropriate professional development opportunities to meet the needs of teachers in order to meet the needs of all learners.

**Root Cause:** Scheduling issues.

## Student Academic Achievement

### Student Academic Achievement Summary

G.W. Carver is one of 28 campuses in Goose Creek Consolidated Independent School District. G.W. Carver opened its doors in 2002 and serves predominantly low income families. G.W. Carver serves 727 students in grades pre-kindergarten to 5<sup>th</sup> grade. Six years ago, 849 students were served by the campus, which in a decrease of 14.4%. Students in pre-k and kindergarten are self-contained. Kindergarten remains self contained with parts of 1st, while 2nd - 5<sup>th</sup> are completely departmentalized. The 5th grade bilingual excess is the only intermediate group self contained.

### Student Academic Achievement Strengths

Four Distinctions:

- Academic achievement in Science.
- Top 25% in student progress
- Top 25% in closing performance gaps
- Post secondary readiness

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Reading levels need to increase across all grade levels as well as improve the fourth grade Writing and Reading STAAR scores. **Root Cause:** Ineffective classroom implementation and possible parent understanding.

**Problem Statement 2:** The campus needs to consistently use data to provide valid interventions and enrichment. **Root Cause:** Ineffective scheduling.

**Problem Statement 3:** The campus needs to increase vertical and team planning to ensure similar problem solving methods are taught from grade to grade. **Root Cause:** Ineffective scheduling.

**Problem Statement 4:** Academics are directly affected by poor attendance rates. **Root Cause:** The campus needs to effectively communicate with parents about the correlation between attendance and academics.

## **School Processes & Programs**

### **School Processes & Programs Summary**

#### Curriculum and Instruction

- Big push to identify LO and LDs in all classrooms.
- Teacher required to complete lesson plans by Thursday so they can be reviewed each week.

#### School Context

- Carver, through data and dialogue, continues to evaluate our processes and procedures in order to provide all students with the best social and academic experiences.
- Our academic plan is moving toward using data as a driving force to successful student learning.

#### Technology

- All students use technology.
- Academic growth will be the guiding principle on determining which programs will be used.
- Need more teacher training after-school to prepare for the programs in place.

### **School Processes & Programs Strengths**

#### Curriculum and Instruction

- Content and language objectives are posted in classrooms.
- Grade level subject planning with a Depth of Knowledge (D.O.K.) focus is implemented on a consistent basis.
- Data from campus, district, and state assessments are used to drive instruction and interventions/enrichment.

#### School Context

- Working on student needs with designed plans and designated planning times
- Designated PLC days are implemented in looking at student data
- Teachers planning together and using strategies to meet the needs of all learners.

#### Technology

- Long and short term technology interventions for all students reading below grade level and/or previously not passing STAAR Reading/ISIP/CBAs.
- Implementation of technology programs designed to enhance student learning.
- Providing extra practice for those students in need-below grade level, not completing homework, etc.



## **Perceptions**

### **Perceptions Summary**

#### School Culture and Climate

- There was a high teacher turnover three years ago.
- Refining our parent night process to have higher parent participation in grade level events followed by parent night to increase parent participation.

#### Family and Community

- The Campus Student Success Specialist works closely with teachers, parents and community members to provide parent nights that are valid to their needs.
- Increase methods of parent, community communication.

### **Perceptions Strengths**

#### School Culture and Climate

- Numerous parent nights allowed parents, students and teachers time to build relationships.

#### Family and Community

- Partner In Education provided community services for criteria base families.
- Increase number of volunteers.
- YMCA CATCH contact
- Directly supervise student, teacher and parent conferences related to at-risk behaviors (attendance and behavior) and created student developed goals.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

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

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

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

# Goals






**Goal 1: Carver Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.**

**Performance Objective 1:** All students (mainstream, GT, Special Education, at risk and Bilingual students Pre K - 5th) will make progress and/or reach their planning goals on their grade level assessments and meet or exceed the state average on STAAR.

**Evaluation Data Source(s) 1:** CBAs, BMKs, walkthroughs, and other observations

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Comprehensive Support Strategy</b> 1) Provide interventions for all students not meeting campus, district, and state expectations as needed in math, reading, writing and science with an emphasis on Accelerated Instruction (A.I.), Extended day tutoring K - 5th , in school tutoring utilizing two retired teachers for 1st - 3rd, LLI Kindergarten - 2nd, L.O.T.I. (Level of Technology Implementation) 5th, SIOP Model, Instructional Specialists support, ISIP reaching mainstream, GT, Special Education, at risk and Bilingual students Pre K - 5th.		Principal Teachers Campus Instructional Specialists	Student progress/growth Highly prescriptive plans created due to the data from evaluation data sources Teachers regularly checking to ensure these goals have been achieved and creating new goals to review the next evaluation data source to be determined			
	Funding Sources: Coordination of Local and State Funds - 25000.00					
<b>Comprehensive Support Strategy</b> 2) Collaborate in Professional Learning Communities and cross grade level meetings to study student data, plan coaching sessions, and plan instruction to ensure implementation of a rigorous curriculum for mainstream, GT, Special Education, at risk and Bilingual students Pre-K through 5th grade.		Principal Teachers Campus Instructional Specialists	All students receive a rigorous curriculum based upon best practice options on a daily basis			
<b>Comprehensive Support Strategy</b> 3) Plan staff development on best practices in the area of reading literacy, writing, science, math, and inclusion practices to service our mainstream, GT, Special Education, at risk and Bilingual students Pre K - 5th.	2.4, 2.6	Campus Instructional Specialists Principal Teachers	Increase student academic performance			

<p><b>Comprehensive Support Strategy</b></p> <p>4) Depth of knowledge (D.O.K.) training: Teachers will use D.O.K. to "prescriptively" develop lessons to increase student D.O.K. levels (recall to critical thinking skills). Each lesson cycle (two weeks) requires a pre-assessment, a mid-cycle assessment and a post assessment. Data from each assessment will require the teacher to modify whole/small group instruction to meet the desired D.O.K. 3 plus goal for all mainstream, GT, Special Education, at risk and Bilingual students Pre K - 5th. Possible teacher training and/or resource funds needed to provide knowledge/resources to implement at the highest possible level.</p>		<p>Teachers Campus Instructional Specialists</p>	<p>Provide the appropriate interventions to meet the needs of identified students</p>			
<p>Funding Sources: Local Funds - 1000.00</p>						
<p><b>Comprehensive Support Strategy</b></p> <p>5) Grade level Professional Learning Communities (PLC), team meetings along with Instructional Leadership Team (ILT) meetings to monitor the data of the targeted student population and the implementation of the Improvement Plan.</p>		<p>Campus Instructional Specialists Campus Administrators Teachers</p>	<p>All staff is familiar with goals of the campus and the direction needed for student growth in all areas</p>			
<p><b>Comprehensive Support Strategy</b></p> <p>6) Teachers will utilize the guided reading model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students Pre-K - 5th.</p>	<p>2.5, 2.6</p>	<p>Campus Instructional Specialists Campus Administrators Teachers</p>	<p>Students will be on grade level or make significant growth towards that goal</p>			
<p>Funding Sources: Coordination of Local and State Funds - 800.00</p>						
<p><b>Comprehensive Support Strategy</b></p> <p>7) Teachers will utilize the guided math model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students Pre-K - 5th.</p>		<p>Teachers Campus Administrators</p>	<p>Students will be on grade level or make significant growth towards that goal</p>			
<p><b>Comprehensive Support Strategy</b></p> <p>8) Teachers will utilize a TEKS Mastery Target Board, checklist and portfolio in tracking the progress of students in the mainstream, GT, at risk, Special Education and Bilingual classrooms.</p>		<p>Teachers Campus Administrators Campus Instructional Specialists</p>	<p>The teachers will achieve mastery of the particular goals</p>			
<p>Funding Sources: Local Funds - 250.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






## Goal 2: Carver Elementary will provide a well-balanced and appropriate curriculum to all students.

**Performance Objective 1:** Ensure that 100% of the teachers receive high-quality professional development each year.

**Evaluation Data Source(s) 1:** STAAR scores, Benchmark scores, Eduphoria, Lesson Plans, Walkthroughs, LPAC, TELPAS scores

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Comprehensive Support Strategy</b></p> <p>1) To ensure all essential standards are met at the highest levels, data will be reviewed 2 to 3 times each lesson cycle to determine interventions enrichment for all students. Data drives instruction at all grade levels derived from best practice with a focus on vocabulary content and rigorous instruction for all mainstream, at risk, GT, Special Education and Bilingual students Pre-K - 5th.</p>	2.4	Principal Teachers Campus Instructional Specialists	Planning is geared towards proven strategies to address our needs			
<p><b>Comprehensive Support Strategy</b></p> <p>2) Provide differentiated instruction in all classrooms-regular, at risk, GT, inclusion BE/ESL and special education students in Pre-K - 5th.</p>		Teachers Campus Instructional Specialists Campus Administrators	All students provided a viable curriculum regardless of levels or ability			
<p><b>Comprehensive Support Strategy</b></p> <p>3) Implement the GCCISD Primary Bilingual Transition Flow Chart K-2 SIL (Sistema de Intervencion de Lectura) and provide ESL Strategies and Phonological Awareness to Bilingual students in order to increase TELPAS scores and transition them to the monolingual classrooms utilizing our Title III staff. Goal setting meetings with K-2 Bilingual teachers to facilitate appropriate interventions, enrichment to comply with this model.</p>		Campus Administrators Bilingual Teachers Campus Instructional Specialists Paraprofessionals	Due to these regular transitional checks more students will be able to transition as per District transitional flow chart and those in need of assistance will be provided appropriate interventions and strategies to eventually meet compliance			
<p><b>Comprehensive Support Strategy</b></p> <p>4) Implement the ESL program requirements as outlined in the GCCISD Bilingual/ESL Program Guidelines and implement all recommendations made by the Region 4 Bilingual/ESL Program Evaluation Report.</p>		Bilingual Teachers Campus Administrators	Bilingual specialist will collaborate with campus administration/LPAC campus rep to ensure all implementation and recommendations			

<p align="center"><b>Comprehensive Support Strategy</b></p> <p>5) The campus LPAC will implement state program requirements and a district bilingual/ESL specialist and/or the program director will be present at all LPACs.</p>		<p>Teachers LPAC Parent Campus Administrators</p>	<p>Bilingual specialist will collaborate with campus administration/LPAC campus rep to ensure all implementation and recommendations</p>			
<p>6) Using the Literacy coaching model teachers will have the opportunity to observe, collaborate, and apply the strategies modeled to improve student performance with all mainstream, at risk, GT, Special Education and Bilingual students Pre-K - 5th.</p>		<p>Campus Instructional Specialists Campus Administrators</p>	<p>Students will be on grade level or make significant growth towards that goal</p>			
<p>7) Teachers will be trained using guided math instruction and workstations. Teachers will incorporate these strategies into their classroom teaching for mainstream, GT, Special Education, at risk and Bilingual students Pre K - 5th.</p>		<p>Campus Instructional Specialists Campus Administrators</p>	<p>This model allows teachers to provide interventions and enrichment on a daily basis</p>			
<p align="center"><b>Comprehensive Support Strategy</b></p> <p>8) Grade level Professional Learning Communities (PLC), team meetings will be held on a weekly basis along with Instructional Leadership Team (ILT) meetings to monitor the data of the targeted student population and the implementation of the Improvement Plan.</p>		<p>Campus Instructional Specialists Campus Administrators</p>	<p>Through collaboration a student learning focus will drive intervention enrichment based upon data dissected</p>			
<p>9) Teachers will utilize the guided reading model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students Pre-K - 5th.</p>		<p>Campus Instructional Specialists Campus Administrators Teachers</p>	<p>Students will be on grade level or make significant growth towards that goal. Goal and tracking system/portfolio</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						




**Goal 3: Carver Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** G. W. Carver Elementary will provide intervention activities to identified at risk students.

**Evaluation Data Source(s) 1:** Attendance reports, student data reports, posted calendar of events

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Comply with state and local guidelines in regards to daily student attendance, completing paperwork, working with district attendance staff, to ensure proper documentation and follow-through on attendance concerns.		Teachers Campus Administrators Attendance Clerk Counselor	Complying with and following the state guidelines			
<b>Comprehensive Support Strategy</b> 2) Provide college/career planning/access awareness activities and interest assessments.		Counselor Teachers	More students successfully moving on to junior school			
3) Increased recognition of positive attendance goals of students having met attendance goals for all mainstream, at risk, GT, Special Education and Bilingual students Pre-K - 5th.		Teachers Campus Administration Attendance Clerk	Increased student motivation to attend daily			
Funding Sources: Local Funds - 1000.00						
						

**Goal 4: Carver Elementary will provide and maintain a safe, positive learning environment.**

**Performance Objective 1:** G. W. Carver Elementary will provide a safe learning environment for all students through counseling program and a school-wide discipline management plan that supports district initiatives and is focused on high expectations for student behavior.

**Evaluation Data Source(s) 1:** Lesson plans, student discipline reports, bullying incidents, academic performance and observations

**Summative Evaluation 1:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement a Bully Awareness Plan (Olweus) that includes student/parent education sessions, Bullying Contract, teacher awareness program and monitoring of discipline data.		Counselor Teachers Campus Student Success Specialist Campus Administrators	Awareness of types of bullying and the prevention of incidents			
2) Assign specific students to mentor and motivate students. Students will model specific expectations and examples for our younger students.		Counselor Campus Administrators Teachers	Providing a positive interaction a younger child needs to see, hear and learn from successful students in order to learn how to be successful academically and behaviorally by student example			
						

**Goal 5: Carver Elementary will recruit, develop, and retain highly effective personnel.**

**Performance Objective 1:** Attract, recruit and retain highly effective teachers.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.		Principal	Maintain highly effective staff			
2) Assure all assignments and re-assignments are filled with highly effective staff.		Campus Administrators	Maintain highly effective staff			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain highly effective teachers.		Campus Administrators	Maintain highly effective staff			
4) Ensure all students are educated using research based strategies and taught by a highly effective teacher.		Campus Administrators	Maintain highly effective staff			
5) Assess the staff development needs of those teachers not meeting highly effective standards.		Campus Administrators	Maintain highly effective staff			
6) Conduct mid-year review of teacher staff development hours.		Campus Administrators	Requirements Met			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


**Goal 6: Carver Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.**

**Performance Objective 1:** Facilitate parental involvement in order to help increase the completion rate.

**Evaluation Data Source(s) 1:** Parent surveys, attendance reports, discipline referrals, parent contact log, attendance data, newsletters

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	3.1	CSSS	Increase in parent participation			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	Principal Campus Student Success Specialist	Increase in student academic success			
Funding Sources: Coordination of Local, State, and Federal Funds - 750.00						
3) Ensure communication between the school and home through the use of daily/weekly folders in all grades PK-5 and publish school-wide newsletters once every six weeks. The school-wide newsletter will be published by our Title I Campus Student Success Specialist for all mainstream, at risk, GT, Special Education and Bilingual students Pre-K - 5th.		Campus Student Success Specialist Teachers	Increase in Student Achievement			
Funding Sources: Local Funds - 500.00						
4) Parents of each student in the target group will be contacted by for a conference to discuss the importance of daily attendance and students prior year attendance rate. Attendance of the targeted student group will be monitored by the student support team monitoring all mainstream, at risk, GT, Special Education and Bilingual students Pre-K - 5th.		Campus Student Success Specialist Campus Administrators Attendance Clerk Counselor	Increase in Student Achievement			


5) Inform parents of grade level reading, language arts, math and science objectives as well as progress towards goals.		Campus Administrators Teacher	Increase in Student Achievement			
6) Communicate with families regarding behavior (both positive and negative) using students' daily folders, behavior charts and parent conferences as well as use positive incentives to promote good behavior and attendance.		Teachers Campus Student Success Specialist Counselor Campus Administrators	Increase in Student Achievement			
7) Encourage participation in PTO and Parent Volunteer Program by highlighting opportunities to participate in the newsletter and the website.		Campus Student Success Specialist Campus Administrators	Increase in Student Achievement			
						

**Goal 7: Carver Elementary will provide the technology infrastructure and tools to maximize student achievement.**

**Performance Objective 1:** We will utilize and integrate available technology, software, and websites into developmentally appropriate lessons to introduce, practice, and/or reinforce TEKS.

**Evaluation Data Source(s) 1:** EOY Student Data reports for Study Island, SuccessMaker and other software programs implemented, program reports student rosters

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Comprehensive Support Strategy</b> 1) Utilize Successmaker, Study Island (5th grade, emphasis on science), DreamBox, Big Brains and Waterford technology programs in order to differentiate instruction/instructional support for our diverse and high at risk population as well as all mainstream, GT, Special Education and Bilingual students Pre-K - 5th.		Campus Administration Campus Student Success Specialist Teachers	Provide more intervention enrichment opportunities for all students			
	Funding Sources: Coordination of Local, State, and Federal Funds - 20000.00					
2) Provide support to utilize Promethean boards, white boards, and associated technology for classrooms.		Principal	Classroom observations			
						

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide interventions for all students not meeting campus, district, and state expectations as needed in math, reading, writing and science with an emphasis on Accelerated Instruction (A.I.), Extended day tutoring K - 5th , in school tutoring utilizing two retired teachers for 1st - 3rd, LLI Kindergarten - 2nd, L.O.T.I. (Level of Technology Implementation) 5th, SIOP Model, Instructional Specialists support, ISIP reaching mainstream, GT, Special Education, at risk and Bilingual students Pre K - 5th.
1	1	2	Collaborate in Professional Learning Communities and cross grade level meetings to study student data, plan coaching sessions, and plan instruction to ensure implementation of a rigorous curriculum for mainstream, GT, Special Education, at risk and Bilingual students Pre-K through 5th grade.
1	1	3	Plan staff development on best practices in the area of reading literacy, writing, science, math, and inclusion practices to service our mainstream, GT, Special Education, at risk and Bilingual students Pre K - 5th.
1	1	4	Depth of knowledge (D.O.K.) training: Teachers will use D.O.K. to "prescriptively" develop lessons to increase student D.O.K. levels (recall to critical thinking skills). Each lesson cycle (two weeks) requires a pre-assessment, a mid-cycle assessment and a post assessment. Data from each assessment will require the teacher to modify whole/small group instruction to meet the desired D.O.K. 3 plus goal for all mainstream, GT, Special Education, at risk and Bilingual students Pre K - 5th. Possible teacher training and/or resource funds needed to provide knowledge/resources to implement at the highest possible level.
1	1	5	Grade level Professional Learning Communities (PLC), team meetings along with Instructional Leadership Team (ILT) meetings to monitor the data of the targeted student population and the implementation of the Improvement Plan.
1	1	6	Teachers will utilize the guided reading model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students Pre-K - 5th.
1	1	7	Teachers will utilize the guided math model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students Pre-K - 5th.
1	1	8	Teachers will utilize a TEKS Mastery Target Board, checklist and portfolio in tracking the progress of students in the mainstream, GT, at risk, Special Education and Bilingual classrooms.
2	1	1	To ensure all essential standards are met at the highest levels, data will be reviewed 2 to 3 times each lesson cycle to determine interventions enrichment for all students. Data drives instruction at all grade levels derived from best practice with a focus on vocabulary content and rigorous instruction for all mainstream, at risk, GT, Special Education and Bilingual students Pre-K - 5th.
2	1	2	Provide differentiated instruction in all classrooms- regular, at risk, GT, inclusion BE/ESL and special education students in Pre-K - 5th.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	1	3	Implement the GCCISD Primary Bilingual Transition Flow Chart K-2 SIL (Sistema de Intervencion de Lectura) and provide ESL Strategies and Phonological Awareness to Bilingual students in order to increase TELPAS scores and transition them to the monolingual classrooms utilizing our Title III staff. Goal setting meetings with K-2 Bilingual teachers to facilitate appropriate interventions, enrichment to comply with this model.
2	1	4	Implement the ESL program requirements as outlined in the GCCISD Bilingual/ESL Program Guidelines and implement all recommendations made by the Region 4 Bilingual/ESL Program Evaluation Report.
2	1	5	The campus LPAC will implement state program requirements and a district bilingual/ESL specialist and/or the program director will be present at all LPACs.
2	1	8	Grade level Professional Learning Communities (PLC), team meetings will be held on a weekly basis along with Instructional Leadership Team (ILT) meetings to monitor the data of the targeted student population and the implementation of the Improvement Plan.
3	1	2	Provide college/career planning/access awareness activities and interest assessments.
7	1	1	Utilize Successmaker, Study Island (5th grade, emphasis on science), DreamBox, Big Brains and Waterford technology programs in order to differentiate instruction/instructional support for our diverse and high at risk population as well as all mainstream, GT, Special Education and Bilingual students Pre-K - 5th.



## 2018-2019 Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Bart Cobb	Principal
Non-classroom Professional	Edtenia Brantley	Math CIS
Administrator	Jennifer Wolfford	Counselor
Non-classroom Professional	Tracy Blackwell-Tanner	CSSS
Administrator	Elma Villanueva	Assistant Principal
Non-classroom Professional	Robin Wright	ELA CIS

# Campus Funding Summary

<b>Local Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	Teacher training/resources		\$1,000.00
1	1	8	Pre-made checklists and folders		\$250.00
3	1	3	Student incentives and rewards		\$1,000.00
6	1	3	Paper/print shop for flyers and newsletters		\$500.00
<b>Sub-Total</b>					\$2,750.00
<b>Coordination of Local, State, and Federal Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	2	Materials for parent academic sessions	Title I Part A	\$750.00
7	1	1	Program software licenses to improve student academic performance	Title I Part A	\$20,000.00
<b>Sub-Total</b>					\$20,750.00
<b>Coordination of Local and State Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Payroll costs for tutoring after school (teachers) and during school (two retired teachers)	SCE Funds	\$25,000.00
1	1	6	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
1	1	6	Supplemental instructional materials	Special Education Funds	\$300.00
1	1	6	Supplemental instructional materials	GT Funds	\$200.00
<b>Sub-Total</b>					\$25,800.00
<b>Grand Total</b>					\$49,300.00