Goose Creek Consolidated Independent School District

George Washington Carver Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population is 19.4% African-American, 6.4% Anglo, 1% Asian, 73.2% Hispanic, with a low socioeconomic status of 85.2%. 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.

Demographics Strengths

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. 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.

Student Achievement

Student 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 763 students in grades pre-kindergarten to 5th grade. Five years ago, 849 students were served by the campus, which in a decrease of 11%. Students in pre-k and kindergarten are self-contained. Kindergarten remains self contained while 1st - 5th are now departmentalized. The 5th grade bilingual excess is the only intermediate group self contained.

Student 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 Achievement Needs

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

Problem Statement 2: Consistently using this data to provide valid interventions and enrichment. **Root Cause**: Scheduling issues

Problem Statement 3: Increase vertical and team planning to ensure similar problem solving methods from grade to grade. **Root Cause**: Scheduling issues

Problem Statement 4: Academics are directly affected by poor attendance rates. **Root Cause**: Parent comprehension of state guidelines and correlation between attendance academics.

School Culture and Climate

School Culture and Climate Summary

There was a high teacher turnover two years ago. Our newly established PTO provided many positive attributes to Carver this year. Numerous parent nights allowed parents, students and teachers time to build relationships.

School Culture and Climate Strengths

There was a high teacher turnover two years ago. Our newly established PTO provided many positive attributes to Carver this year. Numerous parent nights allowed parents, students and teachers time to build relationships. Teachers provided with two parent conference days during the school year to distinguish goals and progress.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Created an interview process to make the hiring process more effective. Relationship building will continue to be a focus to retain staff.

Staff Quality, Recruitment, and Retention Strengths

Involved more people in the interview process. Teachers felt empowered and part of a team.

Problem Statements Identifying Staff Quality, Recruitment, and Retention 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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

- Content and language objectives are posted in classrooms.
- Grade level subject planning is implemented on a consistent basis.
- Data from campus, district, and state assessments are used to drive instruction and interventions/enrichment.

Family and Community Involvement

Family and Community Involvement Summary

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.

Family and Community Involvement Strengths

- Partner In Education provided community services for criteria base families.
- PTO in place with a number of volunteers.
- YMCA after-school program

School Context and Organization

School Context and Organization Summary

Carver is still establishing processes and procedures. Our academic plan is moving toward using data as a driving force to successful student learning.

School Context and Organization Strengths

- Working on student needs with designed plans and designated planning times
- Designated PLC days are implemented in looking at students and data
- Teachers planning together for the success of all students

Technology

Technology Summary

All students will 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.

Technology Strengths

- 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

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- 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
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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

Goals

Goal 1: 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
System Safeguard Strategy **PBMAS** 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 , 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.	9	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.			
			Problem Statements: Student Achievement 2			
			Funding Sources: Coordination of Local and State Funds - $18,000.00			
System Safeguard Strategy **PBMAS** 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	Principal Teachers Campus Instructional Specialists	All students receive a rigorous curriculum based upon best practice options on a daily basis.			
System Safeguard Strategy **PBMAS** 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.		Campus Instructional Specialists Principal Teachers	To remove Focus school status			
			Problem Statements: Staff Quality, Recruitment, and Retention 1			
			Funding Sources: Coordination of Local, State, and Federal Funds - $20,000.00			

System Safeguard Strategy **PBMAS** 4) Assess students using previous EOY Assessments, formative assessments every 2 to 3 weeks in Math and Reading (K-5), and use the data to address gaps.	8	Teachers Campus Instructional Specialists	Provide the appropriate interventions to meet the needs of identified students.		
	Problem Statements: Student Achievement 2				
System Safeguard Strategy **PBMAS** 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.		Campus Instructional Specialists Campus Administrators Teachers	All staff is familiar with goals of the campus and the direction needed for student growth in all areas.		
System Safeguard Strategy 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.		Campus Instructional Specialists Campus Administrators Teachers	Students will be on grade level or make significant growth towards that goal.		
	Problem Statements: Student Achievement 1				
	Funding Sources: Coordination of Local and State Funds - $800.00				
System Safeguard Strategy 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.	2	Teachers Campus Administrators	Students will be on grade level or make significant growth towards that goal.		
	Problem Statements: Student Achievement 3				
System Safeguard Strategy **PBMAS** 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.		Teachers Campus Administrators Campus Instructional Specialists	The teachers will achieve mastery of the particular goals.		
	Funding Sources: Local Funds - $250.00				

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✖ = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Reading levels need to increase across all grade levels as well as with fourth grade Writing and Reading STAAR scores. **Root Cause 1**: Ineffective classroom implementation.
Problem Statement 2: Consistently using this data to provide valid interventions and enrichment. **Root Cause 2**: Scheduling issues
Problem Statement 3: Increase vertical and team planning to ensure similar problem solving methods from grade to grade. **Root Cause 3**: Scheduling issues
Staff Quality, Recruitment, and Retention

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 1**: Scheduling issues

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
System Safeguard Strategy 1) Ensure all instruction at all grade levels is 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.		Principal Teachers Campus Instructional Specialists	Planning is geared towards proven strategies to address our needs.			
System Safeguard Strategy **PBMAS** 2) Provide differentiated instruction in all classrooms- regular, at risk, GT, inclusion BE/ESL and special education students in Pre-K - 5th.		Teachers Campus Instructional Specialists Campus Administrators	All students provided a viable curriculum regardless of levels or ability.			
System Safeguard Strategy **PBMAS** 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.		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.			
		Problem Statements: Student Achievement 2				
System Safeguard Strategy **PBMAS** 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.		Bilingual Teachers Campus Administrators	Bilingual specialist will collaborate with campus administration/LPAC campus rep to ensure all implementation and recommendations.			
		Problem Statements: Student Achievement 2				

System Safeguard Strategy **PBMAS** 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.		Teachers LPAC Parent Campus Administrators	Bilingual specialist will collaborate with campus administration/LPAC campus rep to ensure all implementation and recommendations.			
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.		Campus Instructional Specialists Campus Administrators	Students will be on grade level or make significant growth towards that goal.			
	Problem Statements: Student Achievement 3					
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.	3	Campus Instructional Specialists Campus Administrators	This model allows teachers to provide interventions and enrichment on a daily basis.			
System Safeguard Strategy **PBMAS** 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.	10	Campus Instructional Specialists Campus Administrators	Through collaboration a student learning focus will drive intervention enrichment based upon data dissected.			
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.	4	Campus Instructional Specialists Campus Administrators Teachers	Students will be on grade level or make significant growth towards that goal. Goal and tracking system/portfolio.			
	Problem Statements: Student Achievement 1					

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✗ = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Reading levels need to increase across all grade levels as well as with fourth grade Writing and Reading STAAR scores. **Root Cause 1**: Ineffective classroom implementation.
Problem Statement 2: Consistently using this data to provide valid interventions and enrichment. **Root Cause 2**: Scheduling issues
Problem Statement 3: Increase vertical and team planning to ensure similar problem solving methods from grade to grade. **Root Cause 3**: Scheduling issues

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
PBMAS 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			
		Problem Statements: Student Achievement 4				
System Safeguard Strategy **PBMAS** 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 - $1,000.00				
✔ = Accomplished ◓ = Considerable ◓ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: Academics are directly affected by poor attendance rates. **Root Cause 4**: Parent comprehension of state guidelines and correlation between attendance academics.

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	Title I	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.			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

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	Title I	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.	5	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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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			
2) Involve parents in their child's educational requirements through campus wide Academic nights hosted during the school year to encourage parent participation. Parents will be notified through flyers and newsletters provided to all mainstream, at risk, GT, Special Education and Bilingual students Pre-K - 5th by our Title I Campus Student Success Specialist. The Campus Student Success Specialist will provide academic resources, materials and light refreshments for teachers to work with parents and students to help facilitate our focus on academic importance.	6	Campus Student Success Specialist Teachers Campus Instructional Specialists Campus Administrators Counselor	Increase in Student Achievement			
		Funding Sources: Coordination of Local, State, and Federal Funds - $2,540.00				
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			
4) Inform parents of grade level reading, language arts, math and science objectives as well as progress towards goals.	7	Campus Administrators Teacher	Increase in Student Achievement			
5) 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			

| 6) 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 | | | |

✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
System Safeguard Strategy **PBMAS** 1) Utilize I-Station, Successmaker, Study Island (includes a Spanish component format) 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 and State Funds - $10,000.00				
2) Provide support to utilize Promethean boards, white boards, and associated technology for classrooms.		Principal	Classroom observations			
✔ = Accomplished ◓ = Considerable ◓ = Some Progress ● = No Progress ✖ = Discontinue						

System Safeguard 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 , 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	Assess students using previous EOY Assessments, formative assessments every 2 to 3 weeks in Math and Reading (K-5), and use the data to address gaps.
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	Ensure all instruction at all grade levels is 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.
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.

Goal	Objective	Strategy	Description
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 I-Station, Successmaker, Study Island (includes a Spanish component format) 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 Instructional Leadership Team

Committee Role	Name	Position
Administrator	Bart Cobb	Principal
Non-classroom Professional	Ashley Andrews	Librarian
Community Representative	Elisabeth Castillo	PIE
Classroom Teacher	Fahlan Ford	Teacher
Classroom Teacher	Lacee Gordon	Teacher
Classroom Teacher	Alexia Guilbeau	Teacher
Classroom Teacher	Michelle Hayes	Teacher
Classroom Teacher	Rhonda Jordan	Teacher
Classroom Teacher	Marcus Limbrick	Teacher
Classroom Teacher	Wendy Madrid	Teacher
District-level Professional	Pilar Moreno-Recio	Admin
Classroom Teacher	Courtney Morris	Teacher

Campus Funding Summary

Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Pre-made checklists and folders		$250.00
3	1	3	Student incentives and rewards		$1,000.00
				Sub-Total	$1,250.00

Coordination of Local, State, and Federal Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Training costs and supplemental instructional materials	Focus Funds	$20,000.00
6	1	2	Materials and supplies for Parent Academic Sessions	Title I Part A	$2,540.00
				Sub-Total	$22,540.00

Coordination of Local and State Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Payroll costs for tutoring	SCE Funds	$18,000.00
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
7	1	1	Program software licenses for identified student intervention	SCE Funds	$10,000.00
				Sub-Total	$28,800.00
				Grand Total	$52,590.00

Addendums

G. W. Carver Elementary
Curriculum Needs Assessment Meeting
May 25, 2017

Name		Signature		
Brantley, Nia		*(signature)*		
Cobb, Bart		*(signature)*		
Tanner, Tracy		*(signature)*		
Wolfford, Jennifer		*(signature)*		
Wright, Robin		*(signature)*		

G. W. Carver Elementary
Curriculum Needs Assessment Meeting
May 25, 2017

Materials/Resources

Data based on Strengths/Weaknesses

Attendance

Professional Learning Community

Common Formative Assessment

Master Schedule

Intervention/Enrichment

Technology

Academic Family Nights

Accelerated Reading

Increase Parental Involvement

Committee Members:
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Campus Program Evaluation
for
Gifted and Talented-Program Intent "21"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Following the district guidelines implementing interventions/enrichment for all students is beneficial for our GT students by providing a bridge from required curriculum to more advanced or higher level curriculum.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	All learners, including GT students have the ability to make growth through road mapping & Kagen Strategies.
Indicate the Root Cause for each identified need:	Low parental involvement or support at home or desire to do extra things.

Campus Program Evaluation
for
Special Education-Program Intent "23"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Became a more prescriptive school to meet the needs of individual learners.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Inclusion & resource teachers have already met with core teachers to discuss IEP's & will continue to meet throughout the year to discuss progress/growth plans with a continued emphasis on guided reading & improving reading levels for all students.
Indicate the Root Cause for each identified need:	lack of parental participation & low attendance

Campus Program Evaluation
for
Bilingual/ESL-Program Intent "25"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	The S.I.L. program implemented, afterschool tutorials & Imagine Learning software increased student scores & significant improvement on TELPAS scores. Regular goal setting meetings with ELA 1st & 2nd grade bilingual teachers.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Purchasing additional resources to target TELPAS writing, reading, listening & speaking for grades 1-3.
Indicate the Root Cause for each identified need:	Low parental involvement at home sometimes due to a language barrier for communication or assisting a child at home.

School Year: _Carver Elem_   Date Completed: _9-19-17_

Campus Program Evaluation
for
State Compensatory Education-Program Intent "24, 26, 28, and 30"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	We've seen significant growth in our at risk students EOY & STAAR scores & made significant gains in our 30 School comparable group.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	All programs & resources implemented to meet this goal — Study Island is a continuous practice of proficiency/mastery. Success maker is a long term program used to build skills so students are working on grade level. Data from these programs is used by teachers to drive intervention & enrichment. Continue utilizing our retired teacher tutor for our At risk students to continue our focus on being on grade level for all students at the end of year.
Indicate the Root Cause for each identified need:	Low attendance, low parental involvement at home, behavior