

Goose Creek Consolidated Independent School District
George Washington Carver Elementary
Campus Improvement Plan
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

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 22.92% African-American, 6.25% Anglo, .28% Asian, 67.36% Hispanic, .42% American/Ind/Alaskan native, with a low socioeconomic status of 89.7%.
- The staff population is 8% African-American, 72% Anglo, 0% Asian, 20% Hispanic, 5.5% male and 94.5% female.
- 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.
- Interventions/enrichment program support for all Carver students.

Demographics Strengths

- Kinder-1st grade Dual Language program
- Gretchen Childs and Ruby Payne training

Student Learning

Student Learning 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 720 students in grades pre-kindergarten to 5th grade. Eight years ago, 849 students were served by the campus, which is a decrease of 14%. Students in pre-k, kindergarten and first grade are self-contained, while 2nd - 5th are completely departmentalized. One 5th grade bilingual classroom is the only intermediate group that is self contained.

Overall assessment data suggests our campus and district is performing well, relative to comparative campuses.

Student Learning Strengths

- LLI and AI was very successful for all student populations.
- Kindergarten - 1st grade Dual Language program has helped students improve performance levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student data from DRA and STAAR indicate that our students are struggling with reading comprehension. According to 2018-2019 end of year DRA testing, 36.94% of kindergarten students, 35.39% of first grade students, 51.98% of second grade students, and 38.52% of third grade students are meeting or exceeding expectations for on grade level reading. According to the 2018-2019 STAAR data, 68% of third grade students, 52% of fourth grade students, and 69% of fifth grade students met or mastered the reading STAAR test. **Root Cause:** Increase vertical and team planning to ensure similar problem solving methods from grade to grade.

Problem Statement 2 (Prioritized): Student achievement is directly affected by poor attendance rates. During the 2019-2020 school year we provided funds to hire a bilingual attendance clerk assistant. This position did increase student attendance. We currently have the highest economically disadvantage percentage out of all the schools in Goose Creek CISD; between 89-90%. **Root Cause:** Parent comprehension of state guidelines and correlation between attendance and academics.

School Processes & Programs

School Processes & Programs Summary

- C&P's for all grade levels
- Tracking data through cross level PLC meetings improves instruction techniques
- Our campus specialists and Admin team provide staff with up to date research based curriculum and support.
- Carver is staffed with 100% highly qualified teachers
- Providing extra practice for those students in need-below grade level, not completing homework, etc.
- Monitoring Rti process to improve identified students that need academic and/or behavior support.

School Processes & Programs Strengths

- Weekly teacher collaboration
- Streamlined trainings for staff
- C&I specialists consistently relay new information and data regularly
- Weekly score assessment review utilizing our specialized campus computer programs

Perceptions

Perceptions Summary

- Carver Elementary represents a very diverse culture
- Our district supports students, staff, and families
- Carver Elementary provides many trainings and parent involvement activities throughout the year.

Perceptions Strengths

- Strong relationships between school, parents and district
- Protocols are in place for reporting bullying, outcries and crises.
- Daily safety practices in place
- Numerous parent nights provided opportunities for parents, students, and teachers to build relationships.

Priority Problem Statements

Problem Statement 1: Student data from DRA and STAAR indicate that our students are struggling with reading comprehension. According to 2018-2019 end of year DRA testing, 36.94% of kindergarten students, 35.39% of first grade students, 51.98% of second grade students, and 38.52% of third grade students are meeting or exceeding expectations for on grade level reading. According to the 2018-2019 STAAR data, 68% of third grade students, 52% of fourth grade students, and 69% of fifth grade students met or mastered the reading STAAR test.

Root Cause 1: Increase vertical and team planning to ensure similar problem solving methods from grade to grade.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student achievement is directly affected by poor attendance rates. During the 2019-2020 school year we provided funds to hire a bilingual attendance clerk assistant. This position did increase student attendance. We currently have the highest economically disadvantage percentage out of all the schools in Goose Creek CISD; between 89-90%.

Root Cause 2: Parent comprehension of state guidelines and correlation between attendance and academics.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

George Washington Carver Elementary
Generated by Plan4Learning.com

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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-PESS data

Parent/Community Data

- Parent 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

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 will make progress on their grade level assessments as well as their respective state assessment.

Evaluation Data Sources: CBA reports, BMK reports, State Assessment Data Reports, and classroom observations

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal Teachers Campus Instructional Specialists</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: All students receive a rigorous curriculum based upon best practice options on a daily basis</p> <p>Staff Responsible for Monitoring: Principal Teachers Campus Instructional Specialists</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student academic performance</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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>Strategy's Expected Result/Impact: Provide the appropriate interventions to meet the needs of identified students</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists</p> <p>Funding Sources: Teacher training/resources - Local Funds - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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>Strategy's Expected Result/Impact: All staff is familiar with goals of the campus and the direction needed for student growth in all areas</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administrators Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Teachers will utilize the guided reading model and district Balanced Literacy initiative provided by district training. Strategies, including building classroom libraries, from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students Pre-K - 5th.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level or make significant growth towards that goal</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500, Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300, Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$200</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level or make significant growth towards that goal</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 8: Teachers will utilize Data Walls, checklists and portfolios in tracking the progress of students in the mainstream, GT, at risk, Special Education and Bilingual classrooms.

Strategy's Expected Result/Impact: The teachers will achieve mastery of the particular goals

Staff Responsible for Monitoring: Teachers
 Campus Administrators
 Campus Instructional Specialists

Funding Sources: Pre-made checklists and folders - Local Funds - \$250

Reviews			
Formative			Summative
Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: STAAR scores, Benchmark scores, Eduphoria, Lesson Plans, Walkthroughs, LPAC, TELPAS scores

Summative Evaluation: None

<p>Strategy 1: Data will be reviewed 2 to 3 times each lesson cycle to determine interventions and/or enrichment opportunities that are needed for all students with a focus on vocabulary content and rigorous instruction for all mainstream, at risk, GT, Special Education and Bilingual students.</p> <p>Strategy's Expected Result/Impact: Planning is geared towards proven strategies to address our needs</p> <p>Staff Responsible for Monitoring: Principal Teachers Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Payroll costs for tutorials for intervention - Coordination of Local and State Funds - SCE - \$15,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide differentiated instruction in all classrooms to ensure that every students with a specific focus on at-risk, GT, BE/ESL, and SpEd identified students are maximizing their instructional gains.</p> <p>Strategy's Expected Result/Impact: All students provided a viable curriculum regardless of levels or ability.</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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. Goal setting meetings with K-2 Bilingual teachers to facilitate appropriate interventions, enrichment to comply with this model.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Campus Administrators Bilingual Teachers Campus Instructional Specialists Paraprofessionals</p> <p>Funding Sources: Teacher training/resources - Local Funds - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Bilingual specialist will collaborate with campus administration/LPAC campus rep to ensure all implementation and recommendations</p> <p>Staff Responsible for Monitoring: Bilingual Teachers Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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>Strategy's Expected Result/Impact: Bilingual specialist will collaborate with campus administration/LPAC campus rep to ensure all implementation and recommendations</p> <p>Staff Responsible for Monitoring: Teachers LPAC Parent Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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>Strategy's Expected Result/Impact: Students will be on grade level or make significant growth towards that goal</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administrators</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300, Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$200, Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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>Strategy's Expected Result/Impact: This model allows teachers to provide interventions and enrichment on a daily basis</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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>Strategy's Expected Result/Impact: Through collaboration a student learning focus will drive intervention enrichment based upon data dissected</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administrators</p> <p>Funding Sources: Pre-made checklists and folders - Local Funds - \$250</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





<p>Strategy 9: Teachers will utilize the guided reading model provided by through training and coaching. 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>Strategy's Expected Result/Impact: Students will be on grade level or make significant growth towards that goal. Goal and tracking system/portfolio</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administrators Teachers</p> <p>Funding Sources: Campus Instructional Specialists coaching costs - Coordination of Local, State, and Federal Funds - Title I, Part A - \$120,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Attendance reports, student data reports, posted calendar of events

Summative Evaluation: None





<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Complying with and following the state guidelines</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Attendance Clerk Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide college/career planning/access awareness activities and interest assessments.</p> <p>Strategy's Expected Result/Impact: More students successfully moving on to junior school</p> <p>Staff Responsible for Monitoring: Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased student motivation to attend daily</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration Attendance Clerk</p> <p>Funding Sources: Student incentives and rewards - Local Funds - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Continue to implement the Student Support Team to monitor student academic, behavior, and other wellness needs and provide student or parent support for identified areas of need.</p> <p>Strategy's Expected Result/Impact: Improved student academic, behavior, and attendance percentages</p> <p>Staff Responsible for Monitoring: Principal CSSS CYS</p> <p>Funding Sources: Payroll costs for Campus Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$60,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Lesson plans, student discipline reports, bullying incidents, academic performance and observations

Summative Evaluation: None





<p>Strategy 1: Implement a Bully Awareness Plan (Olweus) that includes student/parent education sessions, Bullying Contract, teacher awareness program and monitoring of discipline data.</p> <p>Strategy's Expected Result/Impact: Awareness of types of bullying and the prevention of incidents</p> <p>Staff Responsible for Monitoring: Counselor Teachers Campus Student Success Specialist Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Assign specific students to mentor and motivate students. Students will model specific expectations and examples for our younger students.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Counselor Campus Administrators Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Staff Reports

Summative Evaluation: None

Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Maintain highly effective staff Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: Maintain highly effective staff Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain highly effective teachers. Strategy's Expected Result/Impact: Maintain highly effective staff Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 4: Ensure all students are educated using research based strategies and taught by a highly effective teacher. Strategy's Expected Result/Impact: Maintain highly effective staff Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 5: Assess the staff development needs of those teachers not meeting highly effective standards. Strategy's Expected Result/Impact: Maintain highly effective staff Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 6: Conduct mid-year review of teacher staff development hours. Strategy's Expected Result/Impact: Requirements Met Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Parent surveys, attendance reports, discipline referrals, parent contact log, attendance data, newsletters

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation</p> <p>Staff Responsible for Monitoring: CSSS</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in student academic success</p> <p>Staff Responsible for Monitoring: Principal Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$750, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in Student Achievement</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Teachers</p> <p>Funding Sources: Paper/print shop for flyers and newsletters - Local Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Parents of each student in the target group will be contacted 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.</p> <p>Strategy's Expected Result/Impact: Increase in Student Achievement</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Campus Administrators Attendance Clerk Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





Strategy 5: Inform parents of grade level reading, language arts, math and science objectives as well as progress towards goals. Strategy's Expected Result/Impact: Increase in Student Achievement Staff Responsible for Monitoring: Campus Administrators Teacher	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 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. Strategy's Expected Result/Impact: Increase in Student Achievement Staff Responsible for Monitoring: Teachers Campus Student Success Specialist Counselor Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 7: Encourage participation in PTO and Parent Volunteer Program by highlighting opportunities to participate in the newsletter and the website. Strategy's Expected Result/Impact: Increase in Student Achievement Staff Responsible for Monitoring: Campus Student Success Specialist Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: EOY Student Data reports for Study Island, SuccessMaker and other software programs implemented, program reports student rosters

Summative Evaluation: None

<p>Strategy 1: Utilize Successmaker, Study Island (5th grade, emphasis on science), DreamBox, Big Brains and Waterford technology programs in order to differentiate instruction and provide instructional support for our diverse and high at-risk population as well as all mainstream, GT, Special Education and Bilingual students Pre-K - 5th.</p> <p>Strategy's Expected Result/Impact: Provide more intervention enrichment opportunities for all students.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Student Success Specialist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide support to utilize Promethean boards, white boards, and associated technology for classrooms.</p> <p>Strategy's Expected Result/Impact: Classroom observations</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Instructional Leadership Team

Committee Role	Name	Position
Administrator	Angela Mancini	Principal
Community Representative	Elma Villanueva	Community member
Community Representative	Jennifer Wolfford	Community member
Classroom Teacher	Pam Bradford	Teacher
Business Representative	Elisabeth Castillo	Business partner
Business Representative	Renee Martinez	Business partner
Parent	Maria Gonzalez	Parent
Classroom Teacher	Charolette Henry	Teacher
Classroom Teacher	Wendy Madrid	Teacher
District-level Professional	Pilar Moreno-Recio	District admin director
Classroom Teacher	Leah Magliolo	Teacher
Classroom Teacher	Heather Phillips	Teacher
Parent	Sandra Santos	Parent
Classroom Teacher	Dolores Serrano	Teacher
Paraprofessional	Stephanie Strength	Paraprofessional
Classroom Teacher	Nita Trosclair	Teacher
Classroom Teacher	Vicki Westbrook	Teacher

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher training/resources		\$1,000.00
1	1	8	Pre-made checklists and folders		\$250.00
2	1	3	Teacher training/resources		\$1,000.00
2	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
Sub-Total					\$4,000.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9	Campus Instructional Specialists coaching costs	Title I, Part A	\$120,000.00
3	1	4	Payroll costs for Campus Student Success Specialist	Title I, Part A	\$60,000.00
6	1	2	Materials for parent academic sessions	Title I, Part A	\$750.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A	\$4,000.00
Sub-Total					\$184,750.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
1	1	6	Supplemental instructional materials	Special Education Funds	\$300.00
1	1	6	Supplemental instructional materials	GT Funds	\$200.00
2	1	1	Payroll costs for tutorials for intervention	SCE	\$15,000.00
2	1	6	Supplemental instructional materials	Special Education Funds	\$300.00
2	1	6	Supplemental instructional materials	GT Funds	\$200.00
2	1	6	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
Sub-Total					\$17,000.00
Grand Total					\$205,750.00