

Goose Creek Consolidated Independent School District
George Washington Carver Elementary
2021-2022 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- The student population is 23.01% African-American, 6.78% Anglo, .29% Asian, 66.08% Hispanic, with a low socioeconomic status of 86.9%.
- The staff population is 11.32% African-American, 53.84% Anglo, 0% Asian, 34.84% Hispanic, 8% male and 92% female.
- 99% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

Demographics Strengths

- Effective use of the RTI system to identify at risk students who need intervention beyond Tier 1.
- Attendance incentives for both students and staff
- GT showcase
- Extracurricular opportunities for students to participate in: book club, Honor choir, drum line, etc.
- Mentor/Buddy program and new teacher supports
- Increased level of parent and community involvement
- Support from Counselor, CS3 and CYS in outreach and meeting the needs of our diverse population.

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. Nine years ago, 849 students were served by the campus, which is a decrease of 14.4%. Students in pre-k, kindergarten and first grade are self-contained, while 2nd - 5th are completely departmentalized.

A forty-five minute block of time embedded within the school day is utilized as time for Professional Learning Communities (PLC) to meet. During PLC time, staff monitor data, create plans for intervention and enrichment and share best practices to meet the needs of all students. In grades 3-5, we are implementing student data folders to help students track their own performance. SuccessMaker was used across grade levels 1-5 as a formative assessment to identify areas of need which enabled all students to work on individual targeted TEKS.

Student Learning Strengths

- Intervention time built into the day
- K - 3rd utilized guided reading and balanced literacy
- 504 identification and services
- Highly qualified personnel in instructional positions
- Part time tutors
- Title 1 Math/Science Campus Instructional Specialist
- Title 1 Campus Student Success Specialist
- Weekly planning time
- The use of instructional technology to identify and target student's areas of need ie: Waterford, Education Galaxy, Success maker

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student data indicates that our students continue to struggle with reading comprehension which impacts all subject areas. **Root Cause:** The vertical team process is not consistent with addressing, planning, and implementing the needed interventions.

School Processes & Programs

School Processes & Programs Summary

- Using data to drive PLC meetings to ensure improvement of instructional techniques
- Campus specialists and administrative team provide staff with up to date research based curriculum and support
- Providing extra practice for those students in need-below grade level, not completing homework, etc.
- Monitoring of the RTI process to improve the identification students that need academic and/or behavior support.
- Teachers required to complete lesson plans by Friday so they can be reviewed each week.
- 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 to use data as a driving force to ensure successful student learning.
- All students have access to technology (one to one).
- Provide teacher professional development opportunities to enhance instructional practices.

School Processes & Programs Strengths

- 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.
- Working on student needs with designed plans and designated planning time
- Designated PLC days are utilized to implement a review of student data as well as a plan of action.
- Teachers and CIS planning together and using strategies to meet the needs of all learners.
- 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 below grade level.
- Providing reteach and small group instruction through use of our degreed and certified tutors.

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.
- Our students and families feel as though the school is a safe place.

Perceptions Strengths

- Strong relationships between all stake holders: community, parents and district
- Protocols are in place for reporting bullying, outcries and crises.
- Daily safety practices in place
- Directly supervise student, teacher and parent conferences related to at-risk behaviors (attendance and behavior) and created student developed goals
- Numerous parent nights allowed parents, students and teachers time to build relationships
- Partner In Education provided community services for a variety of events/activities.

Priority Problem Statements

Problem Statement 1: Student data indicates that our students continue to struggle with reading comprehension which impacts all subject areas.

Root Cause 1: The vertical team process is not consistent with addressing, planning, and implementing the needed interventions.

Problem Statement 1 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
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications 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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level Professional Learning Communities (PLC) will be utilized to monitor data of student populations and provide best strategies to maximize student learning.</p> <p>Strategy's Expected Result/Impact: Students will make significant growth towards specific weaknesses identified through the PLC process.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist Principal Assistant Principal Intervention Teacher Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate in Professional Learning Communities and cross grade level meetings to disaggregate and analyze student data, to target specific TEKS and implement plans and coaching support for closing achievement gaps in content areas.</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 Assistant Principal Teachers Campus Instructional Specialists Intervention teacher</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will conduct a continuous review of data to determine interventions and/or enrichment opportunities that are needed for all students with a focus on vocabulary content and rigorous instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Plan and provide teacher training and staff development sessions to improve teacher knowledge and skills with an emphasis on reading literacy, writing, science and math.</p> <p>Strategy's Expected Result/Impact: Increase student academic performance</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Principal Assistant Principal Teachers Intervention teacher</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide coaching support and resources for classroom teachers with an emphasis on teachers in the profession 1-3 years.</p> <p>Strategy's Expected Result/Impact: Provide the appropriate interventions to meet the needs of at risk students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Intervention Teacher Teachers Campus Instructional Specialists</p> <p>Funding Sources: Teacher training/resources - Local Funds - \$1,000</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will utilize the guided reading model and district Balanced Literacy initiative to incorporate strategies into the classroom , ie: building classroom libraries.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level or make significant growth towards the goal.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist Principal Assistant Principal Teachers Intervention Teacher</p> <p>Title I Schoolwide Elements: 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>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will utilize the guided math model where strategies from training will be incorporated into classrooms.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level or make significant growth towards the goal.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal Campus Instructional Specialist Intervention Teacher</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Teachers will utilize Data Walls, checklists and portfolios in tracking the progress of all students.</p> <p>Strategy's Expected Result/Impact: Provide best practice strategies in all classrooms to ensure student growth occurs.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal Campus Instructional Specialists</p> <p>Funding Sources: Pre-made checklists and folders - Local Funds - \$250</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide additional planning opportunities for dual language teachers in grades K-2nd.</p> <p>Strategy's Expected Result/Impact: Dual Language teachers will work collaboratively to ensure student success.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Formative		
	Nov	Feb	June





Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Support and monitor the implementation of the I-Station program in grades K-2nd dual two-way program during PLC meetings.</p> <p>Strategy's Expected Result/Impact: Closing student gaps and increasing student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist</p>	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Conduct an effective and efficient RTI process, to ensure monitoring, interventions and movement of students is occurring in a timely manner.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark and STAAR data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Campus Instructional Specialist Campus Student Support Specialist Intervention Teacher</p>	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Provide interventions for all students not meeting campus, district, and state expectations as needed in math, reading, writing and science with an emphasis on interventions, ie: accelerated instruction, tutorials</p> <p>Strategy's Expected Result/Impact: Student achievement gaps are closed and progress/growth occurs.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists Intervention Teacher</p>	Formative		
	Nov	Feb	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 to ensure student success both academically and social emotionally.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will incorporate strategies from the guided reading model into all pk-5 classrooms.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level or show significant growth in reading. Goal and tracking system/portfolio</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Principal Assistant Principal Teachers</p> <p>Funding Sources: Campus Instructional Specialists coaching costs - Coordination of Local, State, and Federal Funds - Title I, Part A - \$120,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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 reading level or show significant growth</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Principal Assistant Principal Teachers</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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide differentiated instruction in all classrooms to ensure instructional gains are maximized.</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 Principal Assistant Principal</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Support and monitor the implementation of the dual language program expectations and curriculum.</p> <p>Strategy's Expected Result/Impact: Ensure the Dual Language curriculum is implemented in a collaborative and highly effective manner to positively impact student performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dual language teachers Campus Instructional Specialist</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implementation of best practices in the ESL/Bilingual classrooms to aid in English Language Learners progressing one years growth. Emphasis will be placed in the area of listening and speaking.</p> <p>Strategy's Expected Result/Impact: Students will show one years growth as indicated on the TELPAS composite score.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Teachers Principal Assistant Principal Campus Instructional Specialist</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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: Principal Assistant Principal Bilingual Teachers Campus Instructional Specialists Paraprofessionals</p> <p>Funding Sources: Teacher training/resources - Local Funds - \$1,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Support Team will meet weekly to monitor student academic, behavior, and other wellness needs. The team will provide ongoing student /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 Assistant Principal Campus Student Success Specialist Community Youth Specialist Counselor Attendance clerk Nurse</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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CS3, CYS, counselor and attendance clerk will work collaboratively to monitor, document and complete paperwork to address attendance concerns proactively.</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 Campus Student Success Specialist (CS3)</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increased recognition and incentives to increase daily attendance goals (97% or higher).</p> <p>Strategy's Expected Result/Impact: Increased student motivation to attend daily</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration Attendance Clerk Campus Student Success Specialist Counselor</p> <p>Funding Sources: Student incentives and rewards - Local Funds - \$1,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Determine and implement accelerated instruction through additional high impact tutorials for identified at-risk students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Payroll costs for tutorials for intervention - Coordination of Local and State Funds - SCE Funds - \$11,000</p>	Formative		
	Nov	Feb	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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a Bully Awareness Plan (Character Strong) 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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide positive staff morale through a variety of incentives.</p> <p>Strategy's Expected Result/Impact: Create and encourage a positive school culture.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administrators Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide a safe learning environment through utilizing the PBIS model to establish and sustain genuine, respectful relationships between students, parents and staff.</p> <p>Strategy's Expected Result/Impact: Create a positive environment where students thrive social emotionally as well as academically.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teacher Counselor CS3</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Recruit and retain highly effective teachers.

Evaluation Data Sources: Staff Reports

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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: Principal Assistant Principal Counselor Mentors	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Encourage teachers to become ESL certified and earn their 30 hours to become GT certified. Strategy's Expected Result/Impact: Maintain highly effective staff with the necessary certifications to serve the diverse student population. Staff Responsible for Monitoring: Teachers Principal	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Assess and provide staff development needs and opportunities. Strategy's Expected Result/Impact: Maintain highly effective staff Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Conduct mid-year review of teacher staff development hours. Strategy's Expected Result/Impact: Requirements Met Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	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

Strategy 1 Details	Formative Reviews		
<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 the community, family 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 parent participation</p> <p>Staff Responsible for Monitoring: CSSS</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<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.</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>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students with prior attendance concerns will be contacted for a conference to discuss the importance of daily attendance.</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>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Increase in Student Achievement</p> <p>Staff Responsible for Monitoring: Teachers Campus Student Success Specialist Counselor Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Recruit and encourage participation in PTO and Parent Volunteer Programs.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Campus Administrators Librarian</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Structure parent orientation sessions to inform parents about tools that can provide information of student progress (i.e. Lunch Money Now, Parent Portal).</p> <p>Strategy's Expected Result/Impact: Increase in positive responses on end of year parent survey.</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Conduct parent training sessions that address a variety of topics determined by the beginning of year survey.</p> <p>Strategy's Expected Result/Impact: Increase positive parental involvement</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist</p> <p>Funding Sources: Parent incentives - Local Funds - \$500</p>	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Collaborate with community members and organizations to create and maintain partnerships to support students as life long learners.</p> <p>Strategy's Expected Result/Impact: Allow collaboration amongst all stakeholders</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Principal</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 into content areas to maximize student achievement.

Evaluation Data Sources: Screeners, Waterford, Education Galaxy

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the following programs: Successmaker, Education Galaxy, Waterford and I-Station to differentiate instruction and provide instructional support for our at-risk population.</p> <p>Strategy's Expected Result/Impact: Use prescriptive technology as an intervention tool to support struggling students and close the achievement gap.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Student Success Specialist Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Teacher training/resources		\$1,000.00
1	1	8	Pre-made checklists and folders		\$250.00
2	1	6	Teacher training/resources		\$1,000.00
3	1	3	Student incentives and rewards		\$1,000.00
6	1	3	Paper/print shop for flyers and newsletters		\$500.00
6	1	8	Parent incentives		\$500.00
Sub-Total					\$4,250.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Campus Instructional Specialists coaching costs	Title I, Part A	\$120,000.00
3	1	1	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	2	Supplemental instructional materials	Special Education Funds	\$300.00
2	1	2	Supplemental instructional materials	GT Funds	\$200.00
2	1	2	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
3	1	4	Payroll costs for tutorials for intervention	SCE Funds	\$11,000.00
Sub-Total					\$13,000.00
Grand Total					\$202,000.00