Goose Creek Consolidated Independent School District

George Washington Carver Elementary

2022-2023 Campus Improvement Plan

Public Presentation Date: November 3, 2022

Mission Statement

G.W. Carver Elementary will provide scholars with rigorous instruction that will promote academic success in a nurturing environment.

Vision

At Carver we believe that...

- In order to ensure success for every scholar we will implement a guaranteed viable and rigorous curriculum that meets the evolving needs of our scholars while prioritizing active engagement and reflective problem solving. -- RIGOR
- In order to ensure success for every scholar all decision-making processes will be based on the best interest of our scholars and their learning. -- SUCCESS
- We are committed to utilizing our resources and facilities to develop educational opportunities as we work to connect the community and school by providing opportunities for parents and others to inform and support the vision and values of Carver Elementary. -- COMMUNITY CONNECTION
- We will promote social emotional learning and a healthy life balance as we nurture continuous improvement and growth for all scholars. -- SOCIAL EMOTIONAL LEARNING
- Our culture of continuous improvement will be driven by collective inquiry, innovative instructional practices, and learning centered assessment and grading practices. -- CONTINUOUS IMPROVEMENT

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Overall, the data that was considered indicates that our ethnic, socioeconomic and gender populations have had some fluctuations.

Carver's SPED population has increased. The Gifted and Talented population has decreased in the past 3-5 years. The bilingual population has also decreased. Our Free and Reduced lunch program is currently at 87.4%.

There are activities in place to help promote increased attendance with follow up by teachers and administrators.

Demographics Strengths

Carver has been able to identify students that need help in particular academic areas through SPED evaluations. Carver's SPED population has increased because of this and these students now receive specialized instruction to learn skills that are needed to help them be successful in school and outside of school.

Carver's GT population was low this year. Carver increased the number of students that are being evaluated for the GT program. This will help identify these students and allow them access to the services they need.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance is an ongoing concern **Root Cause:** Helping parents understand how critical is for their child is difficult to accomplish.

Student Learning

Student Learning Summary

- Significant achievement loss at all Math/Reading (3-5th grade)@2019 & 2021 STAAR data.
- Only met standard at Math 5th grade GT/White (met standard or above)
- Math highest loss/decrease at 3rd grade
- Math= 54.88%
- Reading =58.56% (that is 9% from 2019)

Student Learning Strengths

- Formative assessments based on units of study
- Data based AI
- AI/PLC built into master schedule
- After school tutorials based on data
- RTI meetings are occurring regularly and students are being moved appropriately in grades K-2.
- Campus At risk interventionist
- Campus Instructional Coach

School Processes & Programs

School Processes & Programs Summary

- Third through Fifth grade classrooms use Benchmark data to determine/drive their instruction and Kinder through second grade use different instruments, such as CLI, TPRI, Sight Word and DRA testing which impacts a systemic process for planning since the testing is not consistent.
- Teachers would like more frequent progress monitoring in the lower grades.
- Upper grades are teaching students to track their own progress and create their own goals.
- Kindergarten- 2nd grade feel there needs to be more uniformity in the area of CFA development and DRA assessments.
- The assumption is that the resources and materials provided by the district are research based and that it is all aligned with the TEKS.
- In the area of Professional Development, teachers feel that they are seeing the same "things" over and over. They would like to have PD sessions that are more practical such as Make and Take.
- Not all teachers have a solid understanding of how to develop Language Objectives (LOs). Bilingual teachers are not utilizing Summit K-12 as a resource for English Language development.
- There needs to be more attention given to the instructional levels of students in the classroom. Where are they when they enter the classroom and where do they need to be at the end of year? Most teachers, at Carver, appear to be cognizant of the level of urgency; however, not all. Students do not appear to realize how critical their academic levels are to their success.
- Tutorials need to continue being a priority, but there seems to be inconsistency and lack of structure during this time.
- Teachers are concerned about the campus "starting new things", but not following through with them or providing enough support to implement the new changes.
- There is some inconsistencies with teachers implementation of the new concepts.

School Processes & Programs Strengths

- Most teachers are utilizing AI appropriately.
- Students are more involved in their progress and tracking their progress.
- 3rd-5th grade assessments are being used effectively.
- Teachers understand that the expectation is that interventions, reteaching and changes within instructional groups should be reviewed frequently, when students have mastered a skill or they are not being effective.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There are varied levels of inconsistencies in the area of assessments and rigor of assessments in the lower grades, K-2. **Root Cause:** Teachers are not clear about the expectations in the area of rigor.

Problem Statement 2: Not all students/parents understand the importance/urgency of academic success. **Root Cause:** Lack of understanding about the importance of teacher clarity and Learning Intentions.

Problem Statement 3 (Prioritized): Campus level criteria needs to be created and implemented in order to identify all students that need RTI. **Root Cause:** Students that are in need of interventions are not being identified early enough within the RTI process to ensure they are receiving the appropriate services to meet their needs.

Perceptions

Perceptions Summary

Overall the committee thinks the school has a good perception with parents and the community. The committee would like to see the school help the parents engage in more activities that help their students improve academically. The other concerns could be resolved with the addition of a PTO to our school.

Perceptions Strengths

The school is very welcoming and safe. The committee thought the staff and students were very safe at the school. The school does not have a bullying problem.

Priority Problem Statements

Problem Statement 2: There are varied levels of inconsistencies in the area of assessments and rigor of assessments in the lower grades, K-2.

Root Cause 2: Teachers are not clear about the expectations in the area of rigor.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 1: Campus level criteria needs to be created and implemented in order to identify all students that need RTI.

Root Cause 1: Students that are in need of interventions are not being identified early enough within the RTI process to ensure they are receiving the appropriate services to meet their needs.

Problem Statement 1 Areas: School Processes & Programs

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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 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
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- 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: 90% of students will show growth on their grade level district assessments and respective state assessments.

 Evaluation Data Sources: Screeners, CBA reports, BMK reports, State Assessment Data Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate in Professional Learning Communities(PLC) to target specific TEKS and implement plans and coaching support for closing achievement gaps in all content areas.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: All students receive a rigorous curriculum based upon best practice options on a daily basis.
   Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach
 	
   Title I:
2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Grade level Professional Learning Communities (PLC) will be utilized to create a continuous review of data to determine interventions and/or enrichment opportunities that are needed to meet the needs of all students.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Students will make significant growth towards specific weaknesses identified through the PLC process.
   Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach
 	
   Title I:
2.5
   Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - Bilingual/ESL Funds - $700, Supplemental Materials and Supplies - Coordination of Local and State Funds - GT Funds - $250, Supplemental Materials and Supplies - Coordination of Local and State Funds - Special Education Funds - $400			

Strategy 3 Details	Formative Reviews		
Strategy 3: Through weekly Professional Learning Communities (PLC), teachers will utilize data walls and weekly check for understandings (exit ticket data) to track the progress of all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Allow data to drive best practice strategies in all classrooms to ensure student growth occurs. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide accelerated instruction for all students not meeting campus, district, and state expectations as needed in math, reading, and science with an emphasis on interventions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student achievement gaps are closed and progress/growth occurs. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Title I:** 2.4			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide coaching support and resources for classroom teachers with an emphasis on teachers in the profession 1-3 years.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Provide the appropriate interventions to meet the needs of at risk students. **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide additional planning opportunities for dual language teachers in grades K-2nd.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Dual Language teachers will work collaboratively to ensure student success. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 7 Details	Formative Reviews		
Strategy 7: Carver Elementary teachers will benefit from professional growth through the implementation of a community of practice.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Build the knowledge and capacity of teachers within and across grade levels through the sharing of best practices within the school community. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 8 Details	Formative Reviews		
Strategy 8: Our AVID Site team will work to increase the current application of the agenda assessment tool by 80% in order to increase student organization to promote student success.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase in student academic achievement in grades 3-5. **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 9 Details	Formative Reviews		
Strategy 9: Through the problem of practice, teachers will implement various strategies (ie: talking chips, turn and talk, etc.) to increase student engagement through academic conversations.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: An increase in student engagement will ensure an increase in student understanding and achievement. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

0% No Progress	100% 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		
Strategy 1: Teachers will utilize the guided reading model and balanced literacy initiative to incorporate strategies into all K-5 classrooms. Teachers will utilize a goal and tracking system/portfolio to monitor student progress.	**Formative**		
Strategy's Expected Result/Impact: Students will be on grade level or make significant growth in reading.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach **Funding Sources:** Campus Instructional Specialists coaching costs - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $120,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers in grades Kindergarten and 3rd-5th grades will utilize the guided math model and consistently implement strategies into the Math classroom.	**Formative**		
Strategy's Expected Result/Impact: Students will be on grade level or make significant growth towards the goal.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach			

Strategy 3 Details	Formative Reviews		
Strategy 3: Support and monitor the implementation of the dual language program expectations and curriculum.	**Formative**		
Strategy's Expected Result/Impact: Ensure the Dual Language curriculum is implemented in a collaborative and highly effective manner to positively impact student performance.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach			

Strategy 4 Details	Formative Reviews		
Strategy 4: Implementation of best practices in the ESL/Bilingual classrooms.	**Formative**		
Strategy's Expected Result/Impact: Students will show one years growth as indicated on the TELPAS composite score.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators			

Teaching and Learning Coach			

0% No Progress   100% 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

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Improved student academic, behavior, and attendance percentages
    Staff Responsible for Monitoring: Campus Administrators
 	
    Title I:
2.6
    Funding Sources: Payroll costs for Campus Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $60,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: The CSSS, CYS, counselor, and attendance clerk will work collaboratively to monitor, document and complete paperwork to address attendance concerns proactively.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Complying with and following the state guidelines **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Increased recognition and incentives to increase daily attendance goals (97% or higher).	**Formative**		
Strategy's Expected Result/Impact: Increased student motivation to attend daily	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 4 Details	Formative Reviews		
Strategy 4: Determine and implement accelerated instruction/interventions by identifying needs through data driven decisions.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach **Funding Sources:** Payroll costs for tutorials for intervention - Coordination of Local and State Funds - SCE Funds - $11,000			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Conduct an effective and efficient RTI process to identify students in need.	**Formative**		
Strategy's Expected Result/Impact: Ensure student's needs are identified and met through a continuous process of feedback and implementation.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators **Title I:** 2.6			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Carver Elementary will pilot the AVID program to enhance college and career readiness in grades 3-5.	**Formative**		
Strategy's Expected Result/Impact: Through the use of AVID strategies we will increase student awareness and preparedness of college and career.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Site team			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: G. W. Carver Elementary will provide a safe learning environment for all students through counseling programs 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		
Strategy 1: Implement Character Strong with fidelity across all grade levels. Include student/parent education sessions, teacher awareness program, and monitoring of discipline data through PBIS.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Awareness of types of bullying and the prevention of incidents. **Staff Responsible for Monitoring:** Campus Administrators Counselor			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase positive staff morale through a variety of incentives.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Create and encourage a positive school culture. **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a safe learning environment through utilizing the PBIS model to establish and sustain genuine, respectful relationships between students, parents and staff.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Create a positive environment where students thrive social emotionally as well as academically. **Staff Responsible for Monitoring:** Campus Administrators Counselor			

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement the Active Recess initiative to increase student wellness and conflict resolution strategies amongst the student body.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: A decrease in student conflict on the playground as well as an increase in active play. **Staff Responsible for Monitoring:** Campus Administrators PBIS team **ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
Strategy 5: Create vertically aligned houses to promote PBIS through a "teaming" system.	**Formative**		
Strategy's Expected Result/Impact: An increase in student motivation to make positive behavioral choices. **Staff Responsible for Monitoring:** Campus Administrators PBIS team Counselor	**Nov**	**Feb**	**June**

0% No Progress	100% 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: Assure all assignments are filled with highly effective staff by attending job fairs and early recruitment from the pool of highly effective teachers in core academic subject areas.
    Strategy's Expected Result/Impact: Recruit and retain highly effective staff
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Evaluate campus Teacher Mentorship program and make changes to improve the program efforts to retain highly effective teachers.
    Strategy's Expected Result/Impact: Support and retain highly effective staff
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**
Strategy 3 Details	**Formative Reviews**		

Strategy 3: Encourage teachers to become ESL and GT certified to ensure the diverse needs of the student population are met.
    Strategy's Expected Result/Impact: Support and retain highly effective staff with the necessary certifications to serve the diverse student population.
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**
Strategy 4 Details	**Formative Reviews**		

Strategy 4: Assess through mid-year surveys and provide staff development needs and opportunities prior to the end of the year.
    Strategy's Expected Result/Impact: Support and retain highly effective staff
    Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach
	Formative		

	Nov	**Feb**	**June**
0% No Progress 100% 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		

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.
 	
    Strategy's Expected Result/Impact: Increase parent participation
    Staff Responsible for Monitoring: Campus Administrators
CSSS
 	
    Title I:
4.1
	Formative		

	Nov	**Feb**	**June**

Strategy 2 Details	Formative Reviews		

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.
 	
    Strategy's Expected Result/Impact: Increase in student academic success
    Staff Responsible for Monitoring: Campus Administrators
Campus Student Success Specialist
 	
    Title I:
4.2
    Funding Sources: Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $750, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $4,000
	Formative		

	Nov	**Feb**	**June**

Strategy 3 Details	Formative Reviews		

Strategy 3: Structure parent orientation sessions to inform parents about tools that can provide information of student progress (i.e. Lunch Money Now, Parent Portal).
    Strategy's Expected Result/Impact: Increase in positive responses on end of year parent survey.
    Staff Responsible for Monitoring: Campus Administrators
Campus Student Success Specialist
	Formative		

	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct parent training sessions that address a variety of topics determined by the beginning of year survey with a focus on students with prior attendance concerns.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase positive parental involvement **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist			

Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure communication between the school and home through the use of daily/weekly folders in all grades K-5 and publish school-wide newsletters.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase in Student Achievement **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details	Formative Reviews		
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.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase in Student Achievement **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 7 Details	Formative Reviews		
Strategy 7: Recruit and encourage participation in PTO and Parent Volunteer Programs.	Formative		
Strategy's Expected Result/Impact: Increase parental involvement	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators			

Strategy 8 Details	Formative Reviews		
Strategy 8: Collaborate with community members and organizations to create and maintain partnerships to support students as life long learners.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Allow collaboration amongst all stakeholders **Staff Responsible for Monitoring:** Campus Administrators			

0% No Progress	100% 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 technology into content and intervention blocks to maximize student achievement.

    Evaluation Data Sources: Screeners, Amplify Intervention, Education Galaxy

Strategy 1 Details			Formative Reviews		
Strategy 1: Utilize educational programs to differentiate instruction and provide instructional support for our at-risk population.			**Formative**		
Strategy's Expected Result/Impact: Use prescriptive technology as an intervention tool to support struggling students and close the achievement gap.			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators					
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Campus Funding Summary

			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 Funds	$120,000.00
3	1	1	Payroll costs for Campus Student Success Specialist	Title I, Part A Funds	$60,000.00
6	1	2	Materials for parent academic sessions	Title I, Part A Funds	$750.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A Funds	$4,000.00
				Sub-Total	$184,750.00
			Coordination of Local and State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Supplemental Materials and Supplies	Bilingual/ESL Funds	$700.00
1	1	2	Supplemental Materials and Supplies	Special Education Funds	$400.00
1	1	2	Supplemental Materials and Supplies	GT Funds	$250.00
3	1	4	Payroll costs for tutorials for intervention	SCE Funds	$11,000.00
				Sub-Total	$12,350.00