

Goose Creek Consolidated Independent School District
George Washington Carver Elementary
2023-2024 Campus Improvement Plan



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

Carver Elementary has a culturally diverse population.

Data:

- 2021-2022 Total Enrollment: 555 students
- 2022-2023 Total Enrollment: 585 students

Student Population is as follows:

Hispanic	66.36%
African- American	24.20%
White	6.85%
Two or More Races	1.83%
Asian	0.76
Special Education	20.7%
Gifted and Talented	3%
Free and Reduced Lunch	91.6%

Staffing Population is as follows:

Hispanic	37.3
African American	28%
White	34.6
Asian	0

Our average class size is about 21 students per homeroom classroom. Enrollment numbers have increased overall with a significant increase in our Special Education population due to the number of special programs that are housed at Carver. We continue to see a decline in our Gifted and talented program. Our Free/Reduced lunch percentage has increased as over 90% of our students qualify for the program.

Carver has a very high mobility rate of 14% with 764 entries and 107 exits during the 22-23 school year. We have resource programs in place to assist students such as Backpack Buddies, a clothing closet, holiday assistance, along with many other community based programs.

Student Attendance has seen a slight increase from last year.

2021-2022	91.87%
2022-2023	91.9%

Attendance continues to be an issue. Parents have a lack of understanding the importance of having students here each day and how it impacts the academic needs of their child.

There is a high mobility rate which is impacted by a number of factors including the economically disadvantaged dynamics as well as the large number of grandparent and/or other relatives serving as guardians.

We have a number of incentives and interventions in place to increase student attendance. Each month, students with perfect attendance are eligible for attendance rewards. Students who have perfect attendance for the semester are able to attend activities such as Bugs on Wheels and Moonwalks. Those students who have perfect attendance for the school year receive a prize and also have the opportunity to win a bicycle. Interventions designed to improve attendance are also put in place to assist students and parents with improving attendance. These include parent conferences, attendance contracts, Triad referrals, and referrals to our district truancy team.

Demographics Strengths

Carver has a number of strengths to highlight in areas of demographics. Our staff population closely mirrors our student population reflecting the importance of making sure our students have teachers that come from similar cultural backgrounds. We have a number of incentive programs to reward students for attending school each day, including 15 minutes of additional recess time when they complete their attendance star chart. We also have teachers complete early attendance sheets at the beginning of the school day so we can call parents of students who have not arrived at school by 9:00 a.m.

Student Learning

Student Learning Summary

Based on Map Growth Screener we noticed the following:

- Fourth grade had a decrease in approaches and meets.
- The middle of year Map Growth Screener showed a trend of an increase in the Did Not Meet category for math, reading, and science.
- RIT scores showed an increase.

Possible contributing factors include:

- There were items tested that have not been covered in the scope and sequence to date.
- Fourth grade students had inconsistent teachers for the first semester.
- Students being over tested due to the number of district assessments.

Student Learning Strengths

- Third grade had the highest percentage of meets and masters.
- Fifth grade economically disadvantaged students increased in approaches and masters in reading.
- Third grade reading “meets” increased 10% from BOY MAP assessment to MOY.
- SPED approaches in reading increased from 5% to 21%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fifth grade learners have not made sufficient growth in science from fall to winter which is indicated by the data review reflecting that approximately half the grade level "Did Not Meet" expectations. **Root Cause:** There has been inconsistent implementation of hands-on labs, an inconsistent utilization of tutorials/ AI for science, and our PLCs have not analyzed screener data in order to create action plans based on the results.

Problem Statement 2 (Prioritized): Students in grades 3-5 have not consistently made sufficient growth in Math. **Root Cause:** There has been inconsistent use of concrete math manipulatives and inconsistent use of the exit ticket data to for every unit in every grade level so that the progression from concrete to representational to abstract is accomplished and effective instruction is established.

School Processes & Programs

School Processes & Programs Summary

Weekly PLC meetings have occurred systematically. A weekly agenda has allowed PLC time to be more impactful due to ensuring teachers come prepared and ready to work. The staff survey also indicated that teachers believe that the district materials are aligned, useful and helped increased student achievement. Parental involvement at Carver has been historically low. The campus is working to provide more opportunities for parents to engage in their child's education.

School Processes & Programs Strengths

Our campus strengths are that PLC's are occurring and data is being discussed. We are utilizing the district materials and resources during daily instruction. There are numerous professional development opportunities for teachers provided on campus such as CarverCon and staff presentations on instructional strategies at faculty meetings and on PLC days. Campus administrators and TLCs completed classroom walkthroughs routinely to ensure teachers were implementing the new learning and to provide support as needed. District specialists also provided training and support during the year. Carver staff members work to provide support for students by providing tutoring sessions before and after school. Teachers also provide targeted support during AI and small group pullouts.

Perceptions

Perceptions Summary

Based on the information provided in the parent, student, and staff surveys, there are some concerns that the PBIS system may need some revisions. There are concerns about consistency in behavior consequences from the grade level classrooms and the specials classrooms. Specials teachers would also like to be contacted about behavior contracts.

Student surveys indicate that students believe they have a safe way to report bullying and that teachers address concerns when they come up. The survey did also indicate students wished they had more conversations about bullying related issues. Bullying prevention methods include the campus anti-bully pledge, a QR code to report bullying, and Character Strong lessons daily. To increase bullying awareness the campus may need to better promote the anti-bully pledge by reading it more often during morning announcements and putting posters around the building. The main goal is to work on teaching respect across the campus and having specific guidelines that all the staff and students follow. Videos would be helpful to show students what respect looks like.

Character Strong will be consistently implemented in all classrooms to allow students to have more information and class discussions about bullying.

Increasing family engagement was also a need based on survey results. Most of the Carver parents work during the school day and find it difficult to volunteer. However the campus wants to increase PTO involvement by hosting a family fair at the beginning of the year and providing opportunities for them to learn about parent portal so they can monitor grades and attendance.

Perceptions Strengths

Strengths include Character Strong lessons, Anti-bullying pledge, QR code for reporting bullying and increase communication with parents.

Priority Problem Statements

Problem Statement 1: Fifth grade learners have not made sufficient growth in science from fall to winter which is indicated by the data review reflecting that approximately half the grade level "Did Not Meet" expectations.

Root Cause 1: There has been inconsistent implementation of hands-on labs, an inconsistent utilization of tutorials/AI for science, and our PLCs have not analyzed screener data in order to create action plans based on the results.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students in grades 3-5 have not consistently made sufficient growth in Math.

Root Cause 2: There has been inconsistent use of concrete math manipulatives and inconsistent use of the exit ticket data to for every unit in every grade level so that the progression from concrete to representational to abstract is accomplished and effective instruction is established.

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
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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		
<p>Strategy 1: All students receive a rigorous curriculum based upon best practice options on a daily basis.</p> <p>Strategy's Expected Result/Impact: Collaborate in Professional Learning Communities(PLC) to target specific TEKS and implement plans and coaching support for closing achievement gaps in all content areas.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 80% of students will make significant growth in reading levels by identifying weaknesses through the PLC process.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.5</p> <p>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</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide accelerated instruction for K-5 students not meeting campus, district, and state expectations as needed in math, reading, and science with an emphasis on interventions.</p> <p>Strategy's Expected Result/Impact: 80% of student achievement gaps are closed and progress/growth is observed.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Increase in student academic achievement in grades 3-5.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Through the problem of practice, teachers will implement various strategies (ie: talking chips, turn and talk, etc.) to increase student engagement through academic conversations.</p> <p>Strategy's Expected Result/Impact: 95% of Carver's classrooms will increase in student engagement which will result in an increase in student understanding and achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</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 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 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.</p> <p>Strategy's Expected Result/Impact: 75% of students will be on grade level or make significant growth in reading.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Funding Sources: Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$120,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Support and monitor the implementation of the dual language program expectations and curriculum.</p> <p>Strategy's Expected Result/Impact: 90% of the Dual Language classrooms will implement best practices which will positively impact student performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Support and monitor the implementation of Eureka Math in Kinder and First grade.</p> <p>Strategy's Expected Result/Impact: 100% of Carver's kinder and first grade classrooms will implement Eureka Math with fidelity to positively impact student performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Support and monitor the implementation of Amplify in First and Second grade.</p> <p>Strategy's Expected Result/Impact: 100% of Carver's first and second grade classrooms will implement Amplify with fidelity to positively impact student performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: An an AVID elementary school we will align writing across K-5 in all content areas of extended constructed responses and short constructed responses with 80% increase of mastery from BOY to EOY.</p> <p>Strategy's Expected Result/Impact: By aligning the extended and short constructed response process with WICOR strategies, growth will occur across 3-5th grades.</p> <p>Staff Responsible for Monitoring: Classroom teachers Teaching and Learning Coaches Campus Administrators</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 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: Campus Administrators</p> <p>Title I: 2.6</p> <p>Funding Sources: Payroll costs for Campus Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$60,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The CSSS, 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, attendance will increase by 2% in the chronically absent students.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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: Campus Administrators</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Determine and implement accelerated instruction/interventions by identifying needs through data driven decisions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, 90% of students DRA scores will increase from beginning of year to end of year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</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
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Conduct an effective and efficient RTI process to identify students in need.</p> <p>Strategy's Expected Result/Impact: Ensure student's needs are identified and met through a continuous process of feedback and implementation. The campus numbers by classroom will follow the recommendation of 15% in Tier 2 and 3-5% in Tier 3.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Carver Elementary will pilot the AVID program to enhance college and career readiness in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Through the use of AVID strategies we will increase student awareness and preparedness of college and career. The campus will introduce an AVID strategy every nine weeks. Lesson plans and walkthroughs will monitor the implementation of the various strategies.</p> <p>Staff Responsible for Monitoring: Campus Administrators Site team</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Awareness of types of bullying and the prevention of incidents. A parent fair will be conducted to increase parental awareness. PBIS meetings will occur every nine weeks to review pertinent data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase positive staff morale through a variety of incentives.</p> <p>Strategy's Expected Result/Impact: Create and encourage a positive school culture. Teacher survey will be conducted at the middle of year and end of year to determine growth in morale.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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. A 10% decrease in behavior referrals from the 2022-23 school year to the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create vertically aligned houses to promote PBIS through a "teaming" system.</p> <p>Strategy's Expected Result/Impact: An increase in student motivation to make positive behavioral choices. A 10% decrease in behavior referrals from the 2022-23 school year to the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators PBIS team Counselor</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: An an AVID school we will promote student agency by students actively participating in self advocacy through character strong lessons, social contracts and classroom cool down corners.</p> <p>Strategy's Expected Result/Impact: An increase in student agency that will ensure students advocate for themselves. Social contracts, classroom cool down corners will be present in 100% of Carver's classrooms. 100% of Carver's classrooms will implement Character Strong lessons with fidelity.</p> <p>Staff Responsible for Monitoring: Classroom teachers Campus Administrators</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 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: All positions will be filled by certified staff.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Evaluate campus Teacher Mentorship program and make changes to improve the program efforts to retain highly effective teachers.</p> <p>Strategy's Expected Result/Impact: Less than 5% of teacher turnover at the end of the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Encourage teachers to become ESL and GT certified to ensure the diverse needs of the student population are met.</p> <p>Strategy's Expected Result/Impact: 100% of teachers who teach GT students will be certified. 100% of teachers who teach ESL students will be certified.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teacher professional development needs will be assessed through surveys and staff development will be provided based on those needs.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will participate in Carver's community of practice.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: Campus Administrators CSSS</p> <p>Title I: 4.1</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: Campus Administrators Campus Student Success Specialist</p> <p>Title I: 4.2</p> <p>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</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Organize and implement a parent fair 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 Administrators Campus Student Success Specialist</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct student led conferences that address academic and attendance updates.</p> <p>Strategy's Expected Result/Impact: 100% of students will participate in student led conferences which will result in an increase in positive parental involvement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure communication between school and home through the use of daily/weekly folders in all grades K-5 and publish school-wide newsletters.</p> <p>Strategy's Expected Result/Impact: Monthly Campus newsletters will be distributed</p> <p>Staff Responsible for Monitoring: 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: The parent teacher organization will be established for the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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 technology into content and intervention blocks to maximize student achievement.

Evaluation Data Sources: 90% growth in screener data from the beginning of year to the end of year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize educational programs to differentiate instruction and provide instructional support for our at-risk population. Strategy's Expected Result/Impact: Use prescriptive technology as an intervention tool to support struggling students and close the achievement gap. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development opportunities through in house training to ensure teachers are aware of how to integrate specific technological tools to enhance student performance. Strategy's Expected Result/Impact: Use prescriptive technology as an intervention tool to support struggling students and close the achievement gap by showing 90% growth in reading levels. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Through a community of practice, teachers will learn best practices of implementing technology to enhance lesson engagement. Strategy's Expected Result/Impact: 80% of Carver's classrooms will use technology to increase lesson engagement amongst students. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
 No Progress  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	Costs for Teaching and Learning Coaches	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