

# **Goose Creek Consolidated Independent School District**

## **George Washington Carver Elementary**

### **2025-2026 CIP Periodic Update - November 2025**



# **Mission Statement**

**"Roar with pride. Learn with heart!"**

## **Vision**

**"In collaboration with families and community members, Carver Elementary is committed to providing every scholar with an equitable and rigorous education in a nurturing environment. Together, we will ensure every scholar is equipped with the academic, social, and emotional skills necessary to become a successful GCCISD GIANT in the 21st century."**

# Table of Contents

Comprehensive Needs Assessment Data Documentation ..... 4

Goals ..... 6

    Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE ..... 6

    Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT ..... 17

    Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE ..... 18

    Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT ..... 20

    Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP ..... 21

Campus Funding Summary ..... 28

# 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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data

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

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **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

# Goals

## **Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE**

**Performance Objective 1:** English Language Arts -With campus Spring 2025 STAAR averages for RLA underperforming the state in all proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Carver's (State) Performance for Spring 2025 RLA STAAR:

3rd Approaches 58 (78), 3rd Meets 34 (52), 3rd Masters 8 (22)

4th Approaches 75 (81), 4th Meets 51 (54), 4th Masters 11 (24)

5th Approaches 61 (77), 5th Meets 44 (58), 5th Masters 13 (30)

Carver's Performance Target for Spring 2026 RLA STAAR

3rd Approaches 78, 3rd Meets 52 , 3rd Masters 22

4th Approaches 81 , 4th Meets 54, 4th Masters 24

5th Approaches 77 , 5th Meets 58, 5th Masters 30

**Evaluation Data Sources:** Bluebonnet module assessments, BOY to EOY screeners, STAAR 25-26

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Formative Reviews |     |      |
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| <p><b>Strategy 1: Ensure High-Quality Tier 1 Instruction:</b> The Instructional team will conduct walkthroughs to monitor the implementation of Reading Language Arts (RLA) Bluebonnet Learning.</p> <ol style="list-style-type: none"> <li>1. Instructional team members will conduct classroom walkthroughs to monitor the implementation of RLA Bluebonnet Learning, a TEA-approved High-Quality Instructional Material (HQIM). A minimum of two classroom walkthroughs will be completed per instructional day each week to ensure consistent monitoring and feedback.</li> <li>2. Instructional team members will partner with Region 4 RLA Implementation Advisors beginning in September to conduct ongoing campus implementation walks.</li> <li>3. Dedicated time during weekly Instructional team meetings will allow campus leaders to reflect on classroom walkthroughs and identify instructional trends. These trends will be categorized into effective practices and refinement goals to guide feedback and support for teachers.</li> <li>4. Effective instructional practices will be spotlighted in weekly campus newsletters to celebrate teacher successes, promote collaboration, and provide models to build our campus Community of Practice.</li> <li>5. Within five workdays, areas of refinement identified through walkthroughs will be addressed through Professional Learning Community (PLC) discussions, coaching cycles, and individualized feedback sessions. The campus Community of Practice will serve as a platform to facilitate ongoing teacher learning and support the implementation of effective instructional practices.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Bluebonnet instruction will be implemented with full fidelity, supported by targeted professional development, ongoing instructional coaching, and data-informed PLC collaboration. Teacher effectiveness will be measured by classwide progress on the end of unit assessments. Student achievement will increase as evidenced by improved performance and growth on unit assessments, district benchmarks, interim assessments, and Amira screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TLC</p> | Formative         |     |      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Formative Reviews |     |      |
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| <p><b>Strategy 2:</b> Provide Responsive Instruction: Teachers will use strategic monitoring best practices to measure student outcomes on both formative and unit assessments for RLA Bluebonnet Learning.</p> <ol style="list-style-type: none"> <li>1. Instructional team members develop engaging and concise staff development on strategic monitoring to be completed by September 2025. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals.</li> <li>2. Targeted walkthroughs will be conducted in October to identify teacher strengths and areas of need related to the implementation of strategic monitoring practices.</li> <li>3. The self-assessment tool for teachers to reflect on their implementation of strategic monitoring practices will be administered in November and January to monitor progress and guide targeted support.</li> <li>4. Based on the October walkthrough findings, the instructional team will determine next steps for teacher support, which may include peer observations, video analysis with debrief sessions, follow-up walkthroughs, and individualized coaching to strengthen the implementation of strategic monitoring practices by November.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Teachers will consistently implement strategic monitoring practices during Tier 1 instruction to measure student outcomes and inform reteach/interventions in RLA Bluebonnet learning. By September 2025, all staff will have received targeted professional development on strategic monitoring, with ongoing accountability supported through self-assessments, observation feedback, and coaching. As a result, teachers will demonstrate growth in monitoring effectiveness, leading to improved alignment between instruction, and student performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team, TLC</p> | Formative         |     |      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Formative Reviews |     |      |
| <p><b>Strategy 3:</b> Implement Effective Tier 2 Instruction: The systematic implementation of RLA Targeted Small Groups and Amira will remediate identified skills, preventing academic gaps through individualized instruction.</p> <ol style="list-style-type: none"> <li>1. Teachers will provide targeted small group instruction five days per week using Amira and Bluebonnet lessons to reinforce skills and support students who did not demonstrate mastery during RLA Tier 1 instruction.</li> <li>2. All students will complete a minimum of 30 minutes of Amira weekly.</li> <li>3. Teachers will document weekly student check-ins and implement targeted action plans to support students not demonstrating progress in Amira.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement effective Tier 2 instruction through consistent use of targeted small groups and Amira, ensuring students who do not master Tier 1 objectives receive timely, individualized support. Students will engage in Amira at least three times a week, while teachers track progress and adjust instruction through weekly check-ins. As a result, students will demonstrate measurable growth in foundational literacy skills, increased mastery of RLA standards, and improved outcomes on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TLC</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Formative         |     |      |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Formative Reviews |     |      |
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| <p><b>Strategy 4:</b> Prioritize Federal Identification: All staff will actively address our campus' federal identification for low performance among special education and emerging bilingual students.</p> <p>1. The Teaching and Learning Coach (TLC) will model the lesson internalization process for resource and inclusion teachers, highlighting Reading Language Arts Bluebonnet Learning embedded supports designed to help special education students access grade-level content and demonstrate mastery.</p> <p>2. Special education and emerging bilingual teachers will consistently track and analyze student performance data to monitor progress, identify areas of need, and adjust instruction accordingly. Data will be reviewed regularly to ensure targeted interventions are implemented and student growth is supported across all academic areas.</p> <p>3. All teachers who support bilingual students will implement Summit K12 with fidelity to build listening, speaking, reading, and writing proficiency for emergent bilingual students, aligned to TELPAS and core content, with routine monitoring and adjustment.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional monitoring, collaborative planning, and aligned instructional supports will ensure that low-performing Special Education and Emerging Bilingual students demonstrate measurable progress toward accessing and mastering grade-level standards.</p> <p><b>Staff Responsible for Monitoring:</b> SPED team, Administration, TLC</p> | Formative         |     |      |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |     |      |

## **Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE**

**Performance Objective 2:** Mathematics- With campus Spring 2025 STAAR averages for Math underperforming the state in all proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Carver's [State] Performance for Spring 2025 Math STAAR:

3rd Approaches 46[70], 3rd Meets 22 [45], 3rd Masters 6 [19]

4th Approaches 53 [68], 4th Meets 21 [46], 4th Masters 6 [24]

5th Approaches 51 [73], 5th Meets 23 [46], 5th Masters 5 [22]

Carver's Performance Target for Spring 2026 Math STAAR:

3rd Approaches 70, 3rd Meets 45, 3rd Masters 19

4th Approaches 68, 4th Meets 46, 4th Masters 24

5th Approaches 73, 5th Meets 46, 5th Masters 22

**Evaluation Data Sources:** Bluebonnet Module Assessments, BOY to EOY Screeners, STAAR 25-26

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Formative Reviews |     |      |
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| <p><b>Strategy 1: Ensure High-Quality Tier 1 Instruction:</b> The Instructional team will conduct walkthroughs to monitor the implementation of Math Bluebonnet Learning.</p> <ol style="list-style-type: none"> <li>1. Instructional team members will conduct classroom walkthroughs to monitor the implementation of Math Bluebonnet Learning, a TEA-approved High-Quality Instructional Material (HQIM). An average of two classroom walkthroughs will be completed per instructional day each week to ensure consistent monitoring and feedback.</li> <li>2. Instructional team members will partner with Region 4 Math Implementation Advisors beginning in September to conduct ongoing campus implementation walks.</li> <li>3. Dedicated time during weekly Instructional team meetings will allow campus leaders to reflect on classroom walkthroughs and identify instructional trends. These trends will be categorized into effective practices and refinement goals to guide feedback and support for teachers.</li> <li>4. Effective instructional practices will be spotlighted in weekly campus newsletters to celebrate teacher successes, promote collaboration, and provide models to build our campus Community of Practice.</li> <li>5. Within five workdays, areas of refinement identified through walkthroughs will be addressed through Professional Learning Community (PLC) discussions, coaching cycles, and individualized feedback sessions. The campus Community of Practice will serve as a platform to facilitate ongoing teacher learning and support the implementation of effective instructional practices.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Bluebonnet instruction will be implemented with full fidelity, supported by targeted professional development, ongoing instructional coaching, and data-informed PLC collaboration. Teacher effectiveness will be measured by classwide progress on the end of unit assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TLC</p> | Formative         |     |      |
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| <p><b>Strategy 2: Provide Responsive Instruction:</b> Teachers will use strategic monitoring best practices to measure student outcomes on both formative and unit assessments for Math Bluebonnet Learning.</p> <p>1. Instructional team members develop engaging and concise staff development on strategic monitoring to be completed by September 2025. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals.</p> <p>2. Targeted walkthroughs will be conducted in October to identify teacher strengths and areas of need related to the implementation of strategic monitoring practices.</p> <p>3. The self-assessment tool for teachers to reflect on their implementation of strategic monitoring practices will be administered in November and January to monitor progress and guide targeted support.</p> <p>4. Based on the October walkthrough findings, the instructional team will determine next steps for teacher support, which may include peer observations, video analysis with debrief sessions, follow-up walkthroughs, and individualized coaching to strengthen the implementation of strategic monitoring practices by November.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will consistently implement strategic monitoring practices during Tier 1 instruction to measure student outcomes and inform reteach/interventions in Math Bluebonnet learning. By September 2025, all staff will have received targeted professional development on strategic monitoring, with ongoing accountability supported through self-assessments, observation feedback, and TLC coaching. As a result, teachers will demonstrate growth in monitoring effectiveness, leading to improved alignment between instruction, and student performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TLC</p> | Formative         |     |      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative Reviews |     |      |
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| <p><b>Strategy 3: Foster Productive Struggle:</b> All teachers will design and implement learning experiences that encourage students to engage in productive struggle, promoting deeper mathematical understanding and problem-solving skills.</p> <ol style="list-style-type: none"> <li>1. Strengthen students' conceptual understanding by ensuring consistent use of multiple representations in math instruction.</li> <li>2. Conduct regular walkthroughs focused on identifying evidence of students' use of multiple problem-solving strategies, including "Read, Draw, Write."</li> <li>3. Within five workdays, areas of refinement identified through walkthroughs will be addressed through Professional Learning Community (PLC) discussions, coaching cycles, and individualized feedback sessions. The campus Community of Practice will serve as a platform to facilitate ongoing teacher learning and support the implementation of effective instructional practices.</li> <li>4. Effective instructional practices will be spotlighted in weekly campus newsletters to celebrate teacher successes, promote collaboration, and provide models to build our campus Community of Practice.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Students will develop resilience and deeper conceptual understanding in math by engaging in productive struggle during daily instruction. Walkthrough data will show increased evidence of the "Read, Draw, Write" strategy. Teachers will foster classroom environments that encourage risk-taking and learning from mistakes, resulting in greater student confidence, improved problem-solving skills, and measurable growth on math assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TLC</p> | Formative         |     |      |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative Reviews |     |      |
| <p><b>Strategy 4: Prioritize Federal Identification:</b> All staff will actively address our campus' federal identification for low performance among special education and emergent bilingual students.</p> <ol style="list-style-type: none"> <li>1. The Teaching and Learning Coach (TLC) will model the lesson internalization process for resource and inclusion teachers, highlighting math learning embedded supports designed to help special education students access grade-level content and demonstrate mastery.</li> <li>2. Special education and emerging bilingual teachers will consistently track and analyze student performance data to monitor progress, identify areas of need, and adjust instruction accordingly. Data will be reviewed regularly to ensure targeted interventions are implemented and student growth is supported across all academic areas.</li> <li>3. Through analysis of walkthrough data, the instructional team will identify patterns of instructional need and collaborate with the Multilingual Department to provide targeted professional learning and support, ensuring continuous improvement in teacher effectiveness and student outcomes.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Intentional monitoring, collaborative planning, and aligned instructional supports will ensure that low-performing Special Education and Emerging Bilingual students demonstrate measurable progress toward accessing and mastering grade-level standards.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TLC</p>                                                                                                                                                                                                      | Formative         |     |      |
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No Progress



Accomplished



Continue/Modify



Discontinue

## Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 3:** Science - With campus Spring 2025 STAAR averages for Science underperforming the state in all proficiency levels in fifth grade, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Carver's [State] Performance for Spring 2025 Science STAAR:  
5th Approaches 58 [64], 5th Meets 24 [29], 5th Masters 16[12]

Carver's Performance Target for Spring 2026 Science STAAR:  
5th Approaches 64, 5th Meets 29, 5th Masters 17

**Evaluation Data Sources:** CUAs, BOY to EOY Screeners, STAAR 25-26

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Formative Reviews |     |      |
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| <p><b>Strategy 1:</b> Integrate the 3-Dimensional Instructional Model: All teachers will embed the three dimensions of science instruction into classroom lessons to foster critical problem-solving skills and deepen students' understanding of scientific concepts.</p> <p>1. The instructional team will facilitate planning where teachers collaboratively identify and implement best practices aligned to each phase of the 3-Dimensional Instructional Model, with evidence of implementation monitored through walkthroughs and lesson plans.</p> <p>2. Teachers will integrate hands-on investigations into science instruction to deepen student understanding of content. These investigations will be embedded into lesson plans, highlighted during PLCs, and monitored through walkthroughs and student artifacts.</p> <p style="padding-left: 40px;">K-2: Complete 3-4 hands-on activities per unit aligned to science standards.</p> <p style="padding-left: 40px;">3-5: Complete 2-3 hands-on activities per unit aligned to science standards.</p> <p>3. The Instructional team will conduct walkthroughs to collect data on student participation during hands-on activities, use of science tools, and problem-solving conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> By integrating the 3-Dimensional Instructional model into classroom instruction, Carver Elementary will increase students' critical problem-solving skills, collaboration, and application of scientific concepts. As a result, students in grades K-2 will engage in 3-4 hands-on investigations per unit, while students in grades 3-5 will participate in 2-3 investigations per unit. These efforts will lead to improved student engagement in hands-on learning, deeper use of academic vocabulary, and higher-quality student products that demonstrate mastery of science.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TLC</p> | Formative         |     |      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Formative Reviews |     |      |
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| <p><b>Strategy 2:</b> Strengthen Science Instruction: All teachers will work collaboratively through Professional Learning Communities to enhance science instruction and improve student achievement.</p> <p>1. Prioritize and protect science Professional Learning Communities (PLC) in the master schedule to ensure dedicated collaboration time.</p> <p>2. After each module assessment, teachers will incorporate student work analysis and assessment data into PLC discussions to identify performance trends and plan targeted interventions and enrichment opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will engage in consistent, collaborative science PLCs that strengthen lesson planning, instructional clarity, and alignment to TEKS. With Instructional team support, teachers will analyze student work and assessment data to design responsive instruction that addresses learning gaps and extends enrichment opportunities. As a result, science instruction will be more intentional and rigorous across grade levels, leading to improved student mastery of scientific concepts and measurable growth on campus and district science assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TLC</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative         |     |      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Formative Reviews |     |      |
| <p><b>Strategy 3:</b> Strengthen Writing practices: All teachers will implement integrated writing practices to enhance students' ability to communicate scientific understanding and improve overall science performance.</p> <p>1. All K-5 teachers will implement science notebooks to support vocabulary development, note-taking, recording lab investigations, and the creation of foldables to reinforce key concepts.</p> <p>2. Teachers will implement the Claim Evidence Reasoning (CER) framework across grades K-5 to strengthen students' ability to articulate and support scientific thinking through writing.</p> <p>3. Teachers in grades 3-5 will teach and administer short constructed response (SCR) exit tickets aligned to each unit, modeling frequently in the first nine weeks to build student capacity.</p> <p>4. All teachers will implement strategic monitoring during the Short Constructed Response (SCR) component of science instruction to assess student understanding and provide immediate, targeted feedback. Data gathered from strategic monitoring will be used to inform follow-up instruction and support students in strengthening their ability to communicate scientific reasoning effectively.</p> <p><b>Strategy's Expected Result/Impact:</b> By integrating writing into science instruction through science notebooks, CER, and SCR exit tickets, Carver Elementary will improve students' ability to record, analyze, and communicate scientific thinking. Students will demonstrate increased use of academic vocabulary, stronger evidence-based reasoning, and improved written responses on classroom and district assessments. By spring, grades 2-5 students will independently apply CER strategies, and grades 3-5 students will show growth in quality and accuracy of SCR exit tickets, resulting in improved performance on science assessments and greater readiness for STAAR and future STEM learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TLC</p> | Formative         |     |      |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |     |      |



## Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

**Performance Objective 1:** Carver will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

**Evaluation Data Sources:** Parent surveys, attendance reports, discipline referrals, parent contact log, attendance data, newsletters.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Formative Reviews |     |      |
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| <b>Strategy 1:</b> Promote parental awareness and increase parental involvement by providing informative and meaningful communication with parents through open house, conferences, the school newsletter, the school website, and the Student Support Team.<br><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement by 10%.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators                                                                                                                                                                           | Formative         |     |      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Formative Reviews |     |      |
| <b>Strategy 2:</b> Carver Elementary will implement a coordinated school health initiative to educate students, families, and the community on healthy lifestyle choices and nutrition through CATCH lessons, a CATCH Family Night, Sun Safety instruction, and wellness-focused building signage.<br><b>Strategy's Expected Result/Impact:</b> Increase our students, families and community's participation in healthy lifestyle choices in regards to nutrition and family events.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators<br>Campus Student Success Specialist | Formative         |     |      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Formative Reviews |     |      |
| <b>Strategy 3:</b> Recruit and encourage participation in PTO and Parent Volunteer Programs.<br><b>Strategy's Expected Result/Impact:</b> The parent teacher organization will recruit and obtain parent volunteers to assist the school in various capacities throughout the 2025-2026 school year.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators                                                                                                                                                                                                                       | Formative         |     |      |
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| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>                                                                                                                                         |                   |     |      |

### Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

**Performance Objective 1:** G. W. Carver Elementary will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formative Reviews |     |      |
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| <b>Strategy 1:</b> By May 2026, the Dual Language program in grades 2-5 will implement Summit K12 with fidelity, as evidenced by a minimum 5% monthly increase in students' implementation minutes from the established beginning of year baseline.<br><b>Strategy's Expected Result/Impact:</b> As a result, 100% of students in grades 2-5 will show growth in their TELPAS composite scores compared to the previous year.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators<br>Teaching and Learning Coach | Formative         |     |      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formative Reviews |     |      |
| <b>Strategy 2:</b> Utilize educational programs (Zearn and Ignite) to differentiate instruction and provide instructional support for our at-risk population.<br><b>Strategy's Expected Result/Impact:</b> Use prescriptive technology as an intervention tool to support struggling students and close the achievement gap. 80% of students utilizing Zearn and Ignite will show growth in their respective programs.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators<br>Teaching and Learning Coaches      | Formative         |     |      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formative Reviews |     |      |
| <b>Strategy 3:</b> Implement an effective and data-driven Response to Intervention (RTI) process to identify and support students in need of academic or behavioral interventions.<br><b>Strategy's Expected Result/Impact:</b> Ensure student's needs are identified and met through a continuous process of feedback and implementation so that 80% of students within the RTI system show growth in their area of need.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators                                   | Formative         |     |      |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formative Reviews |     |      |
| <b>Strategy 4:</b> The CSSS, CYS, counselor, and attendance clerk will work collaboratively to monitor, document and complete paperwork to address attendance concerns proactively.<br><b>Strategy's Expected Result/Impact:</b> Complying with and following the state guidelines, attendance will increase by 2% in the chronically absent students.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators                                                                                                       | Formative         |     |      |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Formative Reviews |     |      |
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| <b>Strategy 5:</b> Foster a positive and supportive staff culture by increasing morale through a variety of strategies, including team-building activities, staff social events, recognition programs, and campus-wide incentives.<br><b>Strategy's Expected Result/Impact:</b> These efforts aim to strengthen relationships, boost motivation, and create a collaborative and uplifting work environment. Teacher survey will be conducted at the middle of year and end of year to determine growth in morale.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators | Formative         |     |      |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Formative Reviews |     |      |
| <b>Strategy 6:</b> Carver Elementary will implement vertically aligned "houses" to promote Positive Behavioral Interventions and Supports (PBIS) through a structured teaming system.<br><b>Strategy's Expected Result/Impact:</b> The house model will encourage collaboration, school pride, and consistent behavioral expectations across all grade levels. A 10% decrease in discipline referrals from the previous year will be observed.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators<br>PBIS team<br>Counselor                                          | Formative         |     |      |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Formative Reviews |     |      |
| <b>Strategy 7:</b> Provide a safe learning environment through utilizing the PBIS model to establish and sustain genuine, respectful relationships between students, parents and staff.<br><b>Strategy's Expected Result/Impact:</b> Create a positive environment where students thrive social emotionally as well as academically. A 10% decrease in behavior referrals from the previous school year will be observed.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators<br>Counselor                                                                            | Formative         |     |      |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                             |                   |     |      |

#### Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

**Performance Objective 1:** The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

**Evaluation Data Sources:** Professional Development reports, Student Assessment Reports, Teacher Turnover Reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews |     |      |
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| <b>Strategy 1:</b> Assure all assignments are filled with certified staff by attending job fairs and early recruitment from the pool of highly effective teachers in core academic subject areas.<br><b>Strategy's Expected Result/Impact:</b> All positions will be filled by certified staff.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators                                                                                           | Formative         |     |      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews |     |      |
| <b>Strategy 2:</b> Promote and facilitate ESL and GT certification among teachers to ensure instructional practices meet the diverse needs of all learners, particularly English language learners and gifted students.<br><b>Strategy's Expected Result/Impact:</b> 100% of teachers who teach GT students will be certified. 100% of teachers who teach ESL students will be certified.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators | Formative         |     |      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews |     |      |
| <b>Strategy 3:</b> Provide coaching support and resources for classroom teachers with an emphasis on teachers in the profession 1-3 years.<br><b>Strategy's Expected Result/Impact:</b> 90% of teachers will show improvement in their specific area of need as measured through TTESS.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators                                                                                                   | Formative         |     |      |
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| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>        |                   |     |      |



## Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

**Performance Objective 1:** The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

**Evaluation Data Sources:** Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews |     |      |
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| <b>Strategy 1:</b> The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.<br><b>Strategy's Expected Result/Impact:</b> All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                | Formative         |     |      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews |     |      |
| <b>Strategy 2:</b> The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting.<br><b>Strategy's Expected Result/Impact:</b> Staff positions will be accurately assigned and position budgets will be accurately expended.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                         | Formative         |     |      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews |     |      |
| <b>Strategy 3:</b> The campus will align the Campus Improvement Plan with to the district financial stewardship goals.<br><b>Strategy's Expected Result/Impact:</b> The CIP will align 100% with district strategic plan financial stewardship goals.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                          | Formative         |     |      |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                   |     |      |

## Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

**Performance Objective 2:** The campus will meet all state and federal program elements, funding, and compliance requirements.

**Evaluation Data Sources:** Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative Reviews |     |      |
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| <b>Strategy 1:</b> Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas.<br><br><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across all STAAR progress measures.<br><b>Staff Responsible for Monitoring:</b> Principal<br>District Program Director<br><br><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500                                                                                     | Formative         |     |      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative Reviews |     |      |
| <b>Strategy 2:</b> Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas.<br><br><b>Strategy's Expected Result/Impact:</b> Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.<br><b>Staff Responsible for Monitoring:</b> Principal<br>District Program Director<br><br><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500 | Formative         |     |      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative Reviews |     |      |
| <b>Strategy 3:</b> Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas.<br><br><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across all STAAR progress measures.<br><b>Staff Responsible for Monitoring:</b> Principal<br>District Program Director<br><br><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$600                                                                                     | Formative         |     |      |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews |     |      |
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| <b>Strategy 4:</b> State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement.<br><b>Strategy's Expected Result/Impact:</b> An improvement in student performance<br>Intervention plans developed and implemented with fidelity<br>Progress Monitoring completed to determine student growth<br><b>Staff Responsible for Monitoring:</b> Principal<br>District Program Director<br><br><b>Funding Sources:</b> Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - \$10,000 | Formative         |     |      |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews |     |      |
| <b>Strategy 5:</b> Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement.<br><b>Strategy's Expected Result/Impact:</b> TLC Coaching Documentation Reviewed for Effectiveness<br>10% increase in student achievement scores<br>Close achievement gaps<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br>District Program Director<br><br><b>Funding Sources:</b> Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$120,000                                                                                                                                                                                                                                                                                      | Formative         |     |      |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews |     |      |
| <b>Strategy 6:</b> Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom.<br><b>Strategy's Expected Result/Impact:</b> Meet Title I, Part A Element 2.4 requirements<br>All students will make at least one year's growth<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br>District Program Director                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Formative         |     |      |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Reviews |     |      |
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| <b>Strategy 7:</b> Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities.<br><b>Strategy's Expected Result/Impact:</b> Meet Title I, Part A Element 2.5 requirements<br>Documentation of activities aligned to Well Rounded Education<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br>District Program Director                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative         |     |      |
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| Strategy 8 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Reviews |     |      |
| <b>Strategy 8:</b> Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk".<br><b>Strategy's Expected Result/Impact:</b> Meet Title I Part A Element 2.6 requirements<br>10% increase in student academic success<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br>District Program Director                                                                                                                                                                                                                                                                                                                                                                                                              | Formative         |     |      |
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| Strategy 9 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Reviews |     |      |
| <b>Strategy 9:</b> Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs.<br><b>Strategy's Expected Result/Impact:</b> Meet Title I Part A Element 5.1 requirements<br>Improved academic, attendance, and/or behavior outcomes<br>Increase in Student Achievement by 10% overall<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br>District Program Director<br><br><b>Funding Sources:</b> Costs of Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$70,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000 | Formative         |     |      |
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| Strategy 10 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative Reviews |     |      |
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| <b>Strategy 10:</b> Title I, Part A Federal Program - The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.<br><b>Strategy's Expected Result/Impact:</b> Meet Title I Part A Element 4.1 requirements<br>Review, Revise, and Determine annually<br>Distribute to all parents yearly electronically or by hardcopy<br>Provide to all parents in English or Spanish<br>Increase in Parent and Family Engagement participation<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br>District Program Director                                                                                                                                                                                                                                                                   | Formative         |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov               | Feb | June |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |     |      |
| Strategy 11 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative Reviews |     |      |
| <b>Strategy 11:</b> Title I, Part A Federal Program - 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.<br><b>Strategy's Expected Result/Impact:</b> Meet Title I Part A Element 4.2 requirements<br>Increase parent engagement from prior year<br>Provide sessions in English and Spanish<br>Offer sessions during the day, in the evening, and/or on Saturdays<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br>District Program Director<br><br><b>Funding Sources:</b> Materials and supplies for parent academic trainings - 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 12 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative Reviews |     |      |
| <b>Strategy 12:</b> Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students<br><b>Strategy's Expected Result/Impact:</b> Meet Title I, Part A Element 1.1 Requirements<br>CNA Documentation indicated in the CIP<br>Documentation with meeting agendas, sign-in sheets, and minutes<br>All students will make at least one year's growth in Reading and Math<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br>District Program Director                                                                                                                                                                                                                                                                                                                                                                                                                               | Formative         |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov               | Feb | June |
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| Strategy 13 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews |     |      |
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| <b>Strategy 13:</b> Title I, Part A Federal Program - The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement.<br><b>Strategy's Expected Result/Impact:</b> Meet Title I, Part A Element 2.1 requirements<br>Documentation results indicated in the CIP<br>Documentation with meeting agendas, sign-in sheets, and minutes submitted.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br>District Program Director | Formative         |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov               | Feb | June |
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| Strategy 14 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews |     |      |
| <b>Strategy 14:</b> Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees.<br><b>Strategy's Expected Result/Impact:</b> Meet Title I, Part A Element 2.2 requirements<br>Documentation with meeting agendas, sign-in sheets, and minutes will be submitted.<br><b>Staff Responsible for Monitoring:</b> Principal<br>District Program Director                                                                                                                                                                               | Formative         |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov               | Feb | June |
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| Strategy 15 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews |     |      |
| <b>Strategy 15:</b> Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan".<br><b>Strategy's Expected Result/Impact:</b> Meet Title I Part A Element 3.1 requirements<br>Documentation indicated in the CIP<br>Documentation with meeting agendas, sign-in sheets, and minutes<br>Adjust schoolwide plan as determined by the review<br><b>Staff Responsible for Monitoring:</b> Principal<br>District Program Director                                                                                                                                                                                                                   | Formative         |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov               | Feb | June |
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| Strategy 16 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews |     |      |
| <b>Strategy 16:</b> The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students.<br><b>Strategy's Expected Result/Impact:</b> Documentation with meeting agendas, sign-in sheets, and minutes<br>Program Evaluation Documentation indicated in the CIP<br><b>Staff Responsible for Monitoring:</b> Principal<br>District Program Director                                                              | Formative         |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov               | Feb | June |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |     |      |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                        |                   |     |      |

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

**Performance Objective 3:** The campus will meet the requirements for Federal Accountability in the format designated through the TEA TAP (Turn Around Plan) Process.

**Evaluation Data Sources:** Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews |     |      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----|------|
| <b>Strategy 1:</b> The campus will develop, implement, monitor, and adjust the school improvement strategies through the TEA TAP (Turn Around Plan) Process that will eliminate the campus "school improvement" identification status due to the state's year count with "unacceptable".<br><b>Strategy's Expected Result/Impact:</b> Meet Federal Accountability requirements<br>Eliminate identification as a "School Improvement" Campus due to the State "unacceptable" year count.<br><b>Staff Responsible for Monitoring:</b> Campus Principal | Formative         |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Nov               | Feb | June |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |     |      |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                 |                   |     |      |

# Campus Funding Summary

| Coordination of Local, State, and Federal Funds |           |          |                                                                                |                         |              |
|-------------------------------------------------|-----------|----------|--------------------------------------------------------------------------------|-------------------------|--------------|
| Goal                                            | Objective | Strategy | Resources Needed                                                               | Account Code            | Amount       |
| 5                                               | 2         | 5        | Costs for Teaching and Learning Coaches                                        | Title I, Part A Funds   | \$120,000.00 |
| 5                                               | 2         | 9        | Costs of Student Success Specialist                                            | Title I, Part A Funds   | \$70,000.00  |
| 5                                               | 2         | 9        | Harris County CYS Social Worker Contracted Services                            | Title I, Part A Funds   | \$20,000.00  |
| 5                                               | 2         | 11       | Materials and supplies for parent academic trainings                           | Title I, Part A Funds   | \$750.00     |
| 5                                               | 2         | 11       | Campus Student Success Specialist to support parent academic training sessions | Title I, Part A Funds   | \$4,000.00   |
| Sub-Total                                       |           |          |                                                                                |                         | \$214,750.00 |
| Coordination of Local and State Funds           |           |          |                                                                                |                         |              |
| Goal                                            | Objective | Strategy | Resources Needed                                                               | Account Code            | Amount       |
| 5                                               | 2         | 1        | Supplemental instructional materials                                           | GT Funds                | \$500.00     |
| 5                                               | 2         | 2        | Supplemental instructional materials                                           | Special Education Funds | \$500.00     |
| 5                                               | 2         | 3        | Supplemental instructional materials                                           | Bilingual/ESL Funds     | \$600.00     |
| 5                                               | 2         | 4        | Costs for Accelerated Instruction -Tutoring                                    | SCE Funds               | \$10,000.00  |
| 5                                               | 2         | 4        | Costs for At-Risk Intervention Teacher                                         | SCE Funds               | \$70,000.00  |
| Sub-Total                                       |           |          |                                                                                |                         | \$81,600.00  |

## Campus: Carver Elementary TAP - Turnaround Action Plan

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--|--|--|--|
| <b>School System Name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Carver                                   |  |  |  |  |
| <b>Name of the staff member employed by the school system completing this plan submission:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | James Husband                            |  |  |  |  |
| <b>Email:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | James.Husband@gccisd.net                 |  |  |  |  |
| <b>What role applies to the person completing this submission?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | DCSI                                     |  |  |  |  |
| <b>Please select the plan type you are submitting.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Turnaround Plan for one or more campuses |  |  |  |  |
| <b>I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).</b>                                                                                                                                                                    | Yes                                      |  |  |  |  |
| <b>I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each turnaround plan, and the board posted the plan(s) on the district website prior to the hearing.</b> | Yes                                      |  |  |  |  |
| <b>Board approval date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 11/10/2025                               |  |  |  |  |

### Campus: Carver Elementary TAP - Turnaround Action Plan

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|--|--|--|
| <b>Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings.</b> | ESF Diagnostic (March 2023)                     |  |  |  |  |
| <b>Enter the campus-wide goal for the All Grades RLA ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.</b>                                 | 55%- Meets                                      |  |  |  |  |
| <b>Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.</b>                                            | 46%- Meets                                      |  |  |  |  |
| <b>Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.</b>                                                                         | 50                                              |  |  |  |  |
| <b>Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.</b>                                                                                | 67                                              |  |  |  |  |
| <b>Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.</b>                                                                                   | 100                                             |  |  |  |  |
| <b>Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.</b>                                                                       | 50                                              |  |  |  |  |
| <b>To which campus or campuses does this strategy apply?</b>                                                                                                                          | George W Carver                                 |  |  |  |  |
| <b>Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.</b>                            | Intensive Curriculum & Instruction Improvements |  |  |  |  |
| <b>Will this campus/these campuses engage in a different strategy in the 2026-2027 and/or 2027-2028 school years?</b>                                                                 | No                                              |  |  |  |  |

### Campus: Carver Elementary TAP - Turnaround Action Plan

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Which, if any, grants has your school system been awarded to support this strategy?</b>                                                                                      | Effective Schools Framework<br>Focused Support Grant 24-26 and<br>Strong Foundations                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Please name any organizations you are currently working with to build capacity and support strategy implementation.</b>                                                      | ESC (Region IV)                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Please select the adopted curriculum in use at the campus for the 25-26 school year.</b>                                                                                     | Bluebonnet Learning Math Grades K-5, Bluebonnet Learning K-5 Reading Language Arts                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Will the school system adopt and implement new curriculum in 25-26, 26-27, or 27-28?</b>                                                                                     | Yes implementing Blue Bonnet 25-26                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             |
| <b>How many instructional minutes per week are required/recommended for implementation of this curriculum?</b>                                                                  | K-2 RLA- 190 mins/day<br>3-4 RLA- 170 mins/day<br>5 RLA- 150 mins/day<br>K-4 Math- 100 mins/day<br>5 Math- 110 mins/day |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             |
| <b>How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?</b> | K-2 RLA-190 mins/day<br>3-4 RLA- 170 mins/day<br>5 RLA- 150 mins/day<br>K-4 Math- 100 mins/day<br>5 Math- 110 mins/day  | (K-2)<br>ELA 190 includes:<br>120 Whole Group (Bluebonnet Learning Foundational Skills and RLA)<br>60 Targeted Small Group (mCLASS)<br>10 Transitions embedded with ELA<br>Math 100 includes:<br>60 Whole Group (Bluebonnet Learning Math)<br>30 Targeted Small Group<br>5 Math Routine (10 for Kinder)<br>5 Transitions embedded with Math (10 for Kinder)<br>Social Studies/Science 55 includes:<br>3 days a week Science (suggest M, T, TH)<br>2 days a week Social Studies (suggest W, F) | (3rd)<br>ELA 170 includes:<br>120 Whole Group (Bluebonnet Learning RLA)<br>50 Targeted Small Group (Bluebonnet Learning Foundational Skills & mCLASS)<br>Math/Science/Social Studies 170 includes:<br>60 HQIM (Bluebonnet Learning Math)<br>30 Targeted Small Group<br>5 Math Routine<br>5 Transitions embedded with Math<br>25 Social Studies<br>45 Science | (4th)<br>ELA/Social Studies 175 includes:<br>90 Whole Group (Bluebonnet Learning RLA)<br>50 Targeted Small Group (TBD)<br>25 Social Studies<br>10 Transitions embedded with ELA<br>Math/Science 170 includes:<br>60 Whole Group (Bluebonnet Learning Math)<br>30 Targeted Small Group<br>10 Math Routine<br>10 Transitions embedded with Math<br>60 Science | (5th)<br>ELA/Social Studies 175 includes:<br>90 Whole Group (Bluebonnet Learning RLA)<br>50 Targeted Small Group (TBD)<br>25 Social Studies<br>10 Transitions embedded with ELA<br>Math/Science 170 includes:<br>60 Whole Group (Bluebonnet Learning Math)<br>30 Targeted Small Group<br>10 Math Routine<br>10 Transitions embedded with Math<br>60 Science |
| <b>How many instructional days are included in the 2025-2026 calendar?</b>                                                                                                      | 170                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             |

### Campus: Carver Elementary TAP - Turnaround Action Plan

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| <b>Please describe the assessment plan for the impacted campus(es).</b>                                                                | Math: we will use the mid- and end-of-module assessments provided with Bluebonnet Learning.                                                                                                                                                                                                                       | Reading: We will use both the mid- and end-of-unit assessments for K-5 and the BoY, MoY, and EoY assessments provided with Bluebonnet Learning. | All assessments will be administered via our local LMS to allow streamlined data analysis following each assessment. |  |  |
| <b>Will the campus(es) implement a PLC structure?</b>                                                                                  | Yes                                                                                                                                                                                                                                                                                                               |                                                                                                                                                 |                                                                                                                      |  |  |
| <b>How will PLCs be organized (by grade level, content area, etc.)?</b>                                                                | Each grade level and content area has their own PLC                                                                                                                                                                                                                                                               |                                                                                                                                                 |                                                                                                                      |  |  |
| <b>How frequently will PLCs occur?</b>                                                                                                 | 1-2 times per week                                                                                                                                                                                                                                                                                                |                                                                                                                                                 |                                                                                                                      |  |  |
| <b>Who will facilitate PLCs?</b>                                                                                                       | Instructional Leadership Team                                                                                                                                                                                                                                                                                     |                                                                                                                                                 |                                                                                                                      |  |  |
| <b>Who is required to attend PLCs?</b>                                                                                                 | Teachers/Instructional Leadership TEAM                                                                                                                                                                                                                                                                            |                                                                                                                                                 |                                                                                                                      |  |  |
| <b>Please describe the PLC protocol to be used.</b>                                                                                    | <p>Lesson internalization PLCs: Understand the lesson purpose and objectives, Understand the sequence and pacing of activities, Activity deep dive, Resource Organization</p> <p>Student Work Analysis PLCs: Task review, Determine Success Criteria, Analyze and Sort Student Work, Discussion, Action Steps</p> |                                                                                                                                                 |                                                                                                                      |  |  |
| <b>Campus Name</b>                                                                                                                     | Lamar Elementary closed in 2025 due to low enrollment. Despite a "F" accountability rating, the closure was unrelated to performance. Some students matriculated to Carver Elementary.                                                                                                                            |                                                                                                                                                 |                                                                                                                      |  |  |
| <b>Please select the adopted curriculum for each receiving campus.</b>                                                                 | Bluebonnet                                                                                                                                                                                                                                                                                                        |                                                                                                                                                 |                                                                                                                      |  |  |
| <b>Is this the curriculum that will be implemented for the duration of the plan?</b>                                                   | Yes                                                                                                                                                                                                                                                                                                               |                                                                                                                                                 |                                                                                                                      |  |  |
| <b>When will the district adopt the new curriculum?</b>                                                                                | 25-26 School Year                                                                                                                                                                                                                                                                                                 |                                                                                                                                                 |                                                                                                                      |  |  |
| <b>How will the district ensure that each campus will meet the minimum instructional minutes required to implement the curriculum?</b> | District Master Schedule for campuses with the same Tiered Start time                                                                                                                                                                                                                                             |                                                                                                                                                 |                                                                                                                      |  |  |



### Campus: Carver Elementary TAP - Turnaround Action Plan

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| <p><b>Please describe your planned training/PD sessions (and who delivers and attends) for: Principal manager, Principal, Other campus admin (assistant principals, instructional coaches), Teachers</b></p> | <p>District Staff/ Region IV Support (Strong Foundations Grant)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| <p><b>How will you differentiate training for Inexperienced (less than 2 years in role) and/or Ineffective teachers/leaders ?</b></p>                                                                        | <p>To support the development of all staff, our professional development approach will be intentionally differentiated to meet the unique needs of inexperienced teachers and leaders (less than two years in role) as well as those identified as ineffective.<br/>* Inexperienced Staff (&lt;2 years): Training for this group will focus on foundational skills, including classroom management, instructional planning, and implementation of the campus instructional framework. Staff will receive scaffolded support through mentoring, modeling of best practices, guided observations, and hands-on workshops.</p> | <p>Ongoing coaching and formative feedback will ensure that these staff members build confidence and competence while gradually increasing instructional autonomy.<br/>*Ineffective Staff: For staff identified as ineffective, training will be highly targeted and data-driven, addressing specific areas of instructional or leadership deficiency. Individualized improvement plans will be developed, including measurable goals, frequent feedback cycles, and structured coaching sessions. Professional learning communities and peer observations will provide additional opportunities for reflective practice, skill refinement, and accountability.</p> | <p>Progress will be closely monitored using classroom observations, student outcome data, and performance evaluations, with training adjusted as necessary to ensure growth.<br/>This will be facilitated by the campus principal at the campus level. The principal supervisor is also working with Region IV on how to coach the Principals (part of the ESF grant) and then the Principal Supervisor has to coach the Principal and provide feedback. This training occurs monthly.</p> |  |  |
| <p><b>What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What took fors will be included in this tool?</b></p>          | <p>Bluebonnet checklist for Internalization for Math/Reading</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |

### Campus: Carver Elementary TAP - Turnaround Action Plan

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|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?            | Campus ILT are required to do 10 walks a week. Campuses have a teacher tracking sheet to indicate who received the walk as well as a document of the tiered teachers and their area of focus. Based on the teacher tier it will determine the number of weekly walks the teacher receives. Some will receive walks every day, some 2 walks a week, and some will receive 1. |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| What capacity building supports related to supporting students in special populations will teachers and administrators receive? | Success Criteria: Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy. Teachers receive upfront/initial training on key elements of the school improvement strategy.                                                                              | Provide PD that is aligned to the capacity builder – Region 4 (ESC) Texas Instructional Leadership and Strong Foundations ( IA – Implementation Advisors and PA – Product Advisors)<br>Provide PD that is aligned to your capacity builder – Region 4 (ESC) Texas Instructional Leadership and Strong Foundations ( IA – Implementation Advisors and PA – Product Advisors) | Principal, Assistant Principals, and Principal Manager and Instructional Coaches: attended IA professional learning sessions in June and July 2025 and will also attend TIL DDI PD module with 8 days of implementation support visits, and the Principal will receive monthly 1:1 coaching.<br><br>Teachers and Instructional coaches: attend PA training in August 2025.<br><br>IA provides monthly flexible supports to P/PM/APs for the remainder of 25-26 and 26-27. PA provides monthly flexible supports to teachers/IC for the remainder of 25-26 and 26-27. |  |  |
| Campus principal name                                                                                                           | Erica Smith                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| Years of experience as a campus principal                                                                                       | 5                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| Campus principal turnaround experience                                                                                          | 0                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| Principal Manager name                                                                                                          | Karen Thomas                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| Years of experience as a principal manager                                                                                      | 11                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| Principal manager turnaround experience                                                                                         | 5                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |

## Campus: Carver Elementary TAP - Turnaround Action Plan

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| <p><b>% of teachers on the campus who:</b></p> <ul style="list-style-type: none"> <li>-have more than 2 years experience</li> <li>-are certified</li> <li>-are TIA designated teachers</li> </ul>                                                                                          | <p>More than 2 years' experience: 87%</p> <p>Certified: 91%</p> <p>TIA designated:18%</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |
| <p><b>Please describe your planned training/PD sessions (and who delivers and attends) for:</b></p> <ul style="list-style-type: none"> <li>@Principal manager</li> <li>@Principal</li> <li>@Other campus admin (assistant principals, instructional coaches)</li> <li>@Teachers</li> </ul> | <p>District Leadership (Principals and Aps) receive professional development twice a month in the form of a Principal Operational meeting and a Principal PLC meeting. These meetings are structured in such a way that they are then turned around to the Campus AP's as well as the Campus Instructional Coaches. Also during district PLC days training is offered by the district personnel to develop the district leaders. The principal coach also receives professional development monthly from Region IV as part of the ESF Grant. This PD is geared to equipping the principal supervisor to lead the principals more effectively.</p> | <p><b>1:1 Coaching (Principal Supervisors)</b></p> <ul style="list-style-type: none"> <li>* 9 sessions</li> <li>* each session held virtually/F2F scheduled from July 2025 through June 2026</li> <li>* Principal Supervisor Training – A refresher session designed to strengthen coaching practices for principal supervisors, with a specific focus on supporting the effective implementation of action steps by campus leaders.</li> </ul> |  |  |  |
| <p><b>How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?</b></p>                                                                                                                                                      | <p>Inexperienced Staff (&lt;2 years): Training for this group will focus on foundational skills, including classroom management, instructional planning, and implementation of the campus instructional framework. Staff will receive scaffolded support through mentoring, modeling of best practices, guided observations, and hands-on workshops. Ongoing coaching and formative feedback will ensure that these staff members build confidence and competence while gradually increasing instructional autonomy.</p>                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |

## Campus: Carver Elementary TAP - Turnaround Action Plan

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| <p><b>What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)?</b><br/> <b>What look fors will be included in this tool?</b></p> | <p>TTESS Walkthrough tool, BlueBonnet Checklist, Observation and Feedback Walks with Rubric</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <p><b>How frequently will each teacher receive an observation from an Instructional leader or coach, and receive feedback?</b></p>                                                                              | <p>The number of observation from an instructional leader or coach and receive feedback varies on what Tier (red, yellow, green) the teacher is on. A red tiered teacher will receive some sort of observation daily, yellow 2-3 times a week, and green weekly. The tiering teacher tracking document will be updated each 9 weeks to reflect growth of the teacher.</p>                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |  |
| <p><b>What capacity building supports related to supporting students in special populations will teachers and administrators receive?</b></p>                                                                   | <p>Our district federal programs personnel from Sped and the Multilingual department will also attend initial strong foundations implementation trainings and join learning walks to determine how best to support teachers and will provide specific coaching once per grading period. In addition our district content specialists (SPED and EB) support the campuses to ensure high yield instructional strategies are being implemented and are effective. Progress monitoring is being done by the use of Summit K-12 for our EB students and implementation and effectiveness are being monitored monthly. Usage and progress reports are run and the usage of a Summit K-12 Calendar lets campuses know when Progress Monitoring assessments are done and the data is evaluated.</p> |  |  |  |  |

### Campus: Carver Elementary TAP - Turnaround Action Plan

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| <p><b>Please share the key milestones for this strategy through August 2026.</b></p>                                       | <p>8/26: CAE TIL Support Visit<br/>           9/24: Region IV TIL- DDI Day 1<br/>           10/1: Region IV TIL- DDI Day 2<br/>           10/2: CAE TIL Support Visit<br/>           By mid-fall semester (Oct. 15): all teachers are within 5 days of the BL pacing guide, teacher surveys indicate high confidence in the RBIS, and teachers are not reading from a script/ instruction is consistently aligned to the RBIS<br/>           10/3: BOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 10/31<br/>           10/10: BOY Screener data to campuses to review with campus ILT</p> | <p>10/21: BOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&amp;I)<br/>           10/22: TAP Stakeholder Feedback Meeting<br/>           11/10: TAP Board Approval<br/>           11/13: CAE TIL Support Visit<br/>           11/18/26: Principal PLC to review data up to this point (CUA, Blue Bonnet Modules, etc.) with principal, principal supervisor, DCSI, and Assistant Sup of C&amp;I<br/>           12/2/2026: 3-5 RLA Benchmark (TFAR), 3-5 Math (TFAR), 5 Science (TFAR)<br/>           12/9/26: Benchmark data to principals to review with campus ILT</p> | <p>12/16/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&amp;I)<br/>           1/7/26: MOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 1/23<br/>           by 1/26: mid-year IA step back<br/>           1/30/26: MOY Screener data to campuses to review with campus ILT<br/>           2/10/26: MOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&amp;I)<br/>           2/19/26: 3-5 RLA Benchmark (STAAR Interim), 3-5 Math (STAAR Interim), 5 Science (STAAR Interim)</p> | <p>2/27/26: Benchmark data to principals to review with campus ILT<br/>           3/3/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&amp;I)<br/>           by 4/1/: CAE TIL Support Visit<br/>           4/20: EOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 5/8<br/>           5/15/26: BOY Screener data to campuses to review with campus ILT<br/>           5/19/26: BOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&amp;I)</p> | <p>5/28: CAE Final TIL Support Visit<br/>           August 2026 (date TBD): Refresh training for returning teachers<br/>           August 2026 (dates TBD): New training for new teachers</p> |
| <p><b>Please share the key milestones for this strategy for the period between September 2026 through August 2027.</b></p> | <p>All components of the SF Implementation plan are implemented with fidelity when the school year starts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                               |
| <p><b>Please share the key milestones for this strategy for the period between September 2027 through August 2028.</b></p> | <p>All components of the SF Implementation plan are implemented with fidelity when the school year starts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                               |

### Campus: Carver Elementary TAP - Turnaround Action Plan

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| <p><b>Please describe how district and campus leaders will monitor the successful implementation of this plan.</b></p> | <p>District and campus leaders will ensure the successful implementation of this plan through systematic monitoring and accountability structures. Monitoring will occur through scheduled data analysis meetings, formal walkthroughs, and progress checks aligned to district and state performance indicators.</p> | <p>Campus leaders will be responsible for collecting and analyzing evidence of implementation, including instructional practices, professional development participation, and student outcome data. Findings will be documented and reported regularly to district leadership.</p> <p>District leaders will review campus reports, conduct joint monitoring visits, and facilitate leadership meetings to ensure fidelity to the plan. Adjustments will be made based on evidence from formative assessments, performance trends, and stakeholder feedback.</p> | <p>This multi-level monitoring system will provide consistent oversight, promote alignment across campuses, and ensure that both district and campus leaders are accountable for achieving the identified goals.</p> |  |  |
| <p><b>Who will be responsible for reviewing progress towards the milestones described in the previous section?</b></p> | <p>Campus Principal, Principal Supervisor, DCSI</p>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |  |  |
| <p><b>How frequently will progress toward milestones be reviewed?</b></p>                                              | <p>Monthly</p>                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |  |  |

## Campus: Carver Elementary TAP - Turnaround Action Plan

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| <p><b>How will milestone progress data be collected?</b></p>                                                       | <p>Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives.</p> <p><b>Student Achievement Data:</b><br/>Collected from state assessments, district benchmarks, progress monitoring tools, and classroom-based assessments entered into the district's data management system.</p> <p><b>Instructional Practice Evidence:</b><br/>Gathered through scheduled classroom walkthroughs, formal observations, and implementation checklists completed by campus administrators.</p>                                                                                         | <p><b>Professional Development Participation:</b> Tracked through sign-in sheets</p> <p><b>Progress Monitoring Reports:</b><br/>Compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides.</p> <p><b>Stakeholder Feedback:</b> Collected through staff surveys, parent/community input forms, and focus groups when applicable.</p> <p>All data will be centralized in the district's reporting system, reviewed during scheduled leadership meetings, and used to guide continuous improvement efforts.</p>                                                                                                                                                                                |  |  |  |
| <p><b>How will milestone progress data be shared with district leadership and other relevant stakeholders?</b></p> | <p>Milestone progress data will be shared with district leadership and relevant stakeholders through structured and transparent communication processes.</p> <p>Campus principals will submit scheduled progress reports aligned to established milestones, which will be reviewed during district-led leadership meetings to analyze data trends, address challenges, and plan next steps. Within the campus, progress will be communicated to staff during faculty meetings and professional learning communities (PLCs) to ensure teachers receive timely updates and can make necessary instructional adjustments.</p> | <p>At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency.</p> <p>Parents and families will also be informed of milestone progress through parent-teacher conferences, school websites, and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan. The campus principal, principal supervisor, DCSI, and Assistant Superintendent of Curriculum and instruction will review the data once a month during the Principal PLC to ensure that the campus is on track to meet their goals set.</p> |  |  |  |

**Campus: Carver Elementary TAP - Turnaround Action Plan**

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| Please share the required costs to implement plan and source of funds:                                                                                                                                             | Region IV TIL Support (DDI/Observation and Feedback)                                                                                                                                                                                                                                                                                     |                          |  |  |  |
| If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy? | ESF Focus Grant                                                                                                                                                                                                                                                                                                                          | Strong Foundations Grant |  |  |  |
|                                                                                                                                                                                                                    | Use of Product Advisors from Region IV to assist with Planning and Implementation of Bluebonnet Curriculum along with PLC support                                                                                                                                                                                                        |                          |  |  |  |
|                                                                                                                                                                                                                    | Partnering with Region IV for TIL to provide training to Campus ILT and Principal supervisors in high yield instructional strategies to increase student outcomes and teacher efficiency.                                                                                                                                                |                          |  |  |  |
| (Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.                                                                 | District implemented a Master Schedule district wide to help facilitate PD. With each campus on the same schedule we are able to provide district pd on implementation, internalization, etc. so that the same narrative is being given to all teams. This also allows us to streamline our implementation walks and attend campus PLCs. |                          |  |  |  |