

Goose Creek Consolidated Independent School District
George Washington Carver Elementary
2016-2017 Campus Improvement Plan

Mission Statement

G.W. Carver Elementary is a professional learning community that desires to collaborate with parents, students, and teachers to promote academic, emotional, and social growth of each student.

Vision

To become a student-focused professional learning community with community and school working as one with the goal of student success, safety and rigorous standards for all.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Family and Community Involvement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
Goal 1: Carver Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.	15
Goal 2: Carver Elementary will provide a well-balanced and appropriate curriculum to all students.	17
Goal 3: Carver Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.	19
Goal 4: Carver Elementary will provide and maintain a safe, positive learning environment.	20
Goal 5: Carver Elementary will recruit, develop, and retain highly qualified and highly effective personnel.	21
Goal 6: Carver Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.	22
Goal 7: Carver Elementary will provide the technology infrastructure and tools to maximize student achievement.	24
2016-2017 Campus Instructional Leadership Team	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population is 17% African-American, 7% Anglo, 1% Asian, 65% Hispanic, with a low socioeconomic status of 82.6%. The staff population is 25% African-American, 41.18% Anglo, 0% Asian, 32.35% Hispanic, 10.29% male and 89.71% female. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

Demographics Strengths

We are developing plans to provide interventions/enrichment for all students attending Carver. Many of the different district departments have worked closely with us to help our students. The RTI process has been revamped and consistent.

Demographics Needs

Hire a retired bilingual teacher to provide more help.

Student Achievement

Student Achievement Summary

G.W. Carver is one of 28 campuses in Goose Creek Consolidated Independent School District. G.W. Carver opened its doors in 2002 and serves predominantly low income families. G.W. Carver serves 763 students in grades pre-kindergarten to 5th grade. Five years ago, 849 students were served by the campus, which in an decrease of 11%. Students in pre-k and kindergarten are self-contained. There is one group that are self-contained in first and four that are departmentalized. All groups are departmentalized 2nd-5th except for one self-contained in 5th grade.

Student Achievement Strengths

Two Distinctions: Academic Achievement in Science and top 25% closing gaps

Student Achievement Needs

Increase reading levels across all grade levels. Increase fourth grade Writing and Reading STAAR scores.

School Culture and Climate

School Culture and Climate Summary

There was a high teacher turnover two years ago. Our newly established PTO provided many positive attributes to Carver this year. Numerous parent nights allowed parents, students and teachers time to build relationships.

School Culture and Climate Strengths

Continue relationship building as a priority and regular acknowledgement for achievement/success for students and faculty.

School Culture and Climate Needs

Continued PLC training to develop an effective team - "All means all."

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Created an interview process to make the hiring process more effective. Relationship building will continue to be a focus to retain staff.

Staff Quality, Recruitment, and Retention Strengths

Involved more people in the interview process. Teachers felt empowered and part of a team.

Staff Quality, Recruitment, and Retention Needs

Provide appropriate professional development opportunities to meet the needs of teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Big push to identify LO and LD's in all classrooms. Teacher required to complete lesson plans by Thursday so they can be reviewed each week.

Curriculum, Instruction, and Assessment Strengths

- Content and language objectives are posted in classrooms.
- Grade level subject planning is implemented on a consistent basis.
- Data from campus, district, and state assessments are used to drive instruction and interventions/enrichment.

Curriculum, Instruction, and Assessment Needs

A TEKS mastery target board will be implemented in checking the progress of students.

Family and Community Involvement

Family and Community Involvement Summary

The Family Involvement Coordinator works closely with teachers, parents and community members to provide parent nights that are valid to their needs.

Family and Community Involvement Strengths

- Partner In Education provided community services for criteria base families.
- PTO in place with a number of volunteers.
- PTO assisted with Academic Family Nights once a month and Library Reading Night.

Family and Community Involvement Needs

Increase PTO membership and parental participation by 5%

School Context and Organization

School Context and Organization Summary

Carver is still establishing processes and procedures. Our academic plan is moving toward using data as a driving force to successful student learning.

School Context and Organization Strengths

- Working on student needs with designed plans and designated planning times
- Designated PLC days are implemented in looking at students and data
- Teachers planning together for the success of all students

School Context and Organization Needs

Time and data to review processes and revise if needed

Technology

Technology Summary

All students will use technology. Academic growth will be the guiding principle on determining which programs will be used.

Technology Strengths

- Long and short term technology interventions for all students reading below grade level and/or previously not passing STAAR Reading/ISIP/CBA's.
- Implementation of technology programs designed to enhance student learning

Technology Needs

- More teacher training to prepare for the programs in place
- Provide another computer lab to meet the needs of this campus.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Carver Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: All students will make progress and/or reach their planning goals on their grade level assessments and meet or exceed the state average on STAAR.

Summative Evaluation: CBAs, BMKs, walkthroughs, and other observations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Provide interventions for students not meeting campus, district, and state expectations as needed in math, reading, writing and science with an emphasis on Accelerated Instruction (A.I.), Extended day tutoring 3rd - 5th , LLI Kindergarten - 2nd, L.O.T.I. (Level of Technology Implementation) 5th, SIOP Model, Instructional Specialists support, ISIP.	9	Principal Teachers Campus Instructional Specialists Paraprofessionals	Benchmark scores CBA scores STAAR scores DRA scores Guided Reading Level Successmaker Reports LLI Reports Walkthroughs Eduphoria Lesson Plans Teacher/CIS developed assessments Teacher reflections			
2) Collaborate in Professional Learning Communities and cross grade level meetings to study student data, plan coaching sessions, and plan instruction to ensure implementation of a rigorous curriculum for Pre-K through 5th grade.		Principal Teachers Campus Instructional Specialists	STAAR scores CBA scores Benchmark scores Road Maps PLC agendas Teacher reflections			
3) Plan staff development on best practices in the area of reading literacy, writing, science, math, and inclusion practices.		Campus Instructional Specialists Principal District Specialists Teachers	STAAR scores CBA scores Benchmark scores Agendas Teacher reflections			
4) Assess students using previous EOY Assessments, formative assessments every 2 to 3 weeks in Math and Reading (K-5), and use the data to address gaps.	1, 8	Teachers Campus Instructional Specialists	CBA scores Benchmark scores EOY Assessment scores Teacher/CIS developed assessments			

5) Grade level Professional Learning Communities (PLC), team meetings along with Instructional Leadership Team (ILT) meetings to monitor the data of the targeted student population and the implementation of the Improvement Plan.		Campus Instructional Specialists Campus Administrators Teachers	Improved data based on scores			
6) Teachers will utilize the guided reading model provided by district training.		Campus Instructional Specialists Campus Administrators Teachers	STAAR scores Test scores Benchmark scores CBA scores			
7) Teachers will utilize the guided math model provided by district training. Strategies from training will be incorporated into the classroom.	2	Teachers Campus Administrators	Benchmark scores CBA scores STAAR scores			
8) Teachers will utilized a TEKS Mastery Target Board in tracking the progress of students.		Teachers Campus Administrators Campus Instructional Specialists	Benchmark scores CBA scores STAAR scores Campus Created Assessment scores DRA scores Guided Reading Level Successmaker Reports LLI Reports			






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Carver Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Ensure that 100% of the teachers receive high-quality professional development each year.

Summative Evaluation: STAAR scores, CBA scores


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Ensure all instruction at all grade levels includes a focus on vocabulary content and rigorous instruction.		Teachers Campus Instructional Specialists	STAAR scores Benchmark scores Eduphoria Lesson Plans Walkthroughs			
2) Provide differentiated instruction in all classrooms- regular, inclusion BE/ESL and special education.		Teachers Campus Instructional Specialists Campus Administrators	STAAR scores Benchmark scores DRA scores Report cards CBA scores Walkthroughs			
3) Implement the GCCISD Primary Bilingual Transition Flow Chart K-2 SIL (Sistema de Intervencion de Lectura) and provide ESL Strategies and Phonological Awareness to Bilingual students in order to increase TELPAS scores and transition them to the monolingual classrooms.		Bilingual Teachers Campus Instructional Specialists Paraprofessionals	TELPAS scores DRA scores Benchmark scores CBA scores STAAR scores ISIP			
4) Implement the ESL program requirements as outlined in the GCCISD Bilingual/ESL Program Guidelines and implement all recommendations made by the Region 4 Bilingual/ESL Program Evaluation Report.		Bilingual Teachers Campus Administrators Director of Bilingual/ESL and Migrant Education Program	TELPAS scores DRA scores Benchmark scores CBA scores STAAR scores			
5) The campus LPAC will implement state program requirements and a district bilingual/ESL specialist and/or the program director will be present at all LPAC's.		Teachers LPAC Parent Campus Administrators Director of Bilingual/ESL and Migrant Education Program	LPAC Minutes LPAC Folders			

6) Using the Literacy coaching model teachers will have the opportunity to observe, collaborate, and apply the strategies modeled to improve student performance.		Campus Instructional Specialists Campus Administrators District Specialists	Benchmark scores CBA scores STAAR scores			
7) Teachers will be trained using guided math instruction and workstations. Teachers will incorporate these strategies into their classroom teaching.	3	Campus Instructional Specialists Campus Administrators	Improved Student Achievement STAAR scores Benchmark scores CBA scores ISIP scores			
8) Grade level Professional Learning Communities (PLC), team meetings will be held on a weekly basis along with Instructional Leadership Team (ILT) meetings to monitor the data of the targeted student population and the implementation of the Improvement Plan.	10	Campus Instructional Specialists Campus Administrators	Improved data based on scores			
9) Teachers will utilize the guided reading model provided by district training. Strategies from training will be incorporated into the classroom.	4	Campus Instructional Specialists Campus Administrators Teachers	STAAR scores Test scores CBA scores Benchmark scores			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Carver Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: G. W. Carver Elementary will provide intervention activities to identified at risk students.


Summative Evaluation: Attendance reports, student data reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Comply with state and local guidelines in regards to daily student attendance, completing paperwork, working with district attendance staff, to ensure proper documentation and follow-through on attendance concerns.		Teachers Campus Administrators Attendance Clerk Counselor	Attendance documentation			
2) Provide college/career planning/access awareness activities and interest assessments.		Counselor Teachers	Posted calendar of events			
						

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

Performance Objective 1: G. W. Carver Elementary will provide a safe learning environment for all students through counseling program and a school-wide discipline management plan that supports district initiatives and is focused on high expectations for student behavior.


Summative Evaluation: lesson plans, student discipline reports, and observations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Implement a Bully Awareness Plan (Olweus) that includes student/parent education sessions, Bullying Contract, teacher awareness program and monitoring of discipline data.		Counselor Teachers Family Involvement Coordinator Campus Administrators	Decreased discipline referrals Decreased bullying incidents			
2) A mentor will be assigned to each student in the target group and meet with them at least once a month.		Campus Instructional Specialists Campus Administrators Family Involvement Coordinator Counselor	Improved student engagement			
3) PALS will become mentors to a specific grade level assigned.		Family Involvement Coordinator Counselor Campus Administrators	Academic performance			
						

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

Performance Objective 1: Attract, recruit and retain highly-qualified (HQ) teachers.

Summative Evaluation: Staff Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from pool of Highly Qualified teachers in core academic subject areas.	5	Director of Personnel	Job fair report			
2) Assure all assignments and re-assignments are filled with Highly Qualified staff.		Campus Administrators Director of Personnel	Master schedule published NCLB audit data			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Assistant Superintendent for Curriculum and Instruction Campus Administrators	Minutes			
4) Ensure all students are educated using research based strategies and taught by a highly qualified teacher.		Campus Administrators Director of Personnel	Master schedule submitted Teacher service records			
5) Assess the staff development needs of those teachers not meeting HQ standards.		Campus Administrators Director of Personnel	Staff Development Needs Assessment documentation			
6) Develop staff development growth plans (part of HQ Intervention Plan) for all non-HQ teachers.		Campus Administrators	Written HQ Intervention Plans documented			
7) Conduct mid-year review of teacher staff development hours.		Campus Administrators	Staff Development record documented			
						

Goal 6: Carver Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Facilitate parental involvement in order to help increase the district completion rate.

Summative Evaluation: Parent attendance reports and surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Communicate with families regarding behavior (both positive and negative) using students' daily folders, behavior charts and parent conferences as well as use positive incentives to promote good behavior and attendance.		Teachers Family Involvement Coordinator Counselor Campus Administrators	Decreased discipline referrals Parent contact log Attendance data Conduct grades			
2) Involve parents in their child's educational requirements through campus wide Academic nights hosted during the school year to encourage parent participation.	6	Family Involvement Coordinator Teachers Campus Instructional Specialists Campus Administrators Counselor	Completed parent surveys Title I budget documentation Parent sign-in sheets			
3) Ensure communication between the school and home through the use of daily/weekly folders in all grades PK-5 and publish school-wide newsletters once every six weeks.		Family Involvement Coordinator Teachers	Documented student folders Newsletters sent home			
4) Inform parents of grade level reading, language arts, math and science objectives as well as progress towards goals.	7	Campus Administrators Teacher	Benchmark scores CBA scores Progress reports sent home Report cards sent home Parent conference log			
5) Encourage participation in PTO and Parent Volunteer Program by highlighting opportunities to participate in the newsletter and the website.		Family Involvement Coordinator Campus Administrators	Volunteer sign-in sheets PTO data			


6) Parents of each student in the target group will be contacted by the Family Involvement Coordinator for a conference to discuss the importance of daily attendance and students prior year attendance rate. Attendance of the targeted student group will be monitored by the student support team.	Family Involvement Coordinator Campus Administrators Attendance Clerk Counselor	Improved student attendance			
--	--	-----------------------------	--	--	--

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 7: Carver Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: We will utilize and integrate available technology, software, and websites into developmentally appropriate lessons to introduce, practice, and/or reinforce TEKS.

Summative Evaluation: EOY Student Data reports for Study Island, SuccessMaker and other software programs implemented

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) We will utilize Imagine Learning for 3-5 grade students that have beginner or intermediate TELPAS ratings in reading or writing.		Cobb, Barrett	Imagine Learning reports			
2) Utilize I-Station, Successmaker, and Study Island to provide instructional support.		Cobb, Barrett	Program Reports Student rosters			
3) Provide support to utilize Promethean boards, white boards, and associated technology for classrooms.		Cobb, Barrett	Classroom observations			
						

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Barrett Cobb	Principal
Administrator	Jennifer Wollford	Counselor
Classroom Teacher	Edtenia Brantley	Math/Science CIS
Classroom Teacher	Robin Wright	ELA CIS
Family Involvement Coord.	Tracy Blackwell-Tanner	Family Involvement Coordinator
Paraprofessional	Sharon Jason	Secretary